

Point of View

By John F. Aheurne

Scientists Must Help Deal With the Hazards of the Nuclear Era

IT IS RARE that multiple problems can be effectively addressed at the same time. However, when it comes to some of the most difficult questions that we face concerning atomic weapons and the atomic-energy industry, four technical problems exist that U.S. scientists can and should address together: the cleanup of nuclear and other hazardous waste, the proliferation of nuclear weapons, the challenges posed by reduction of nuclear weapons in the United States and the former Soviet Union, and the public perception of science in general. The dramatic agreement announced last week by President Bush and Russian President Boris Yeltsin to reduce their stocks of multiple-warhead missiles makes these issues even more pressing.

Research scientists in the United States have tended to avoid these problems, because in the past they have been cloaked in secrecy. Further, solutions often would have required scientists to become directly involved in public controversy and to work with cumbersome federal and state bureaucracies. Now, however, the problems are relatively open and very serious.

How to dispose of nuclear and other hazardous waste in the United States poses severe problems. Milton Russell, a former director of policy for the U.S. Environmental Protection Agency and now a professor of economics at the University of Tennessee, recently estimated that expenditures for cleanup will amount to at least \$750-billion over the next 30 years and could amount to one trillion dollars.

The U.S. General Accounting Office, using information provided by the Department of Energy, has estimated that cleanup at facilities that formerly produced nuclear weapons will cost at least \$150-billion. To put \$150-billion in perspective, in 1987 the total amount spent on elementary and secondary education by all state and local governments in the United States was \$157-billion.

But the cost of cleanup may be the least of our problems. Mr. Russell has said: "No one really knows how to do it with today's technology." For example, our measuring techniques are not readily able to measure the extent of contamination, so we are unsure what is there and how much. Second, the technology to remove widely dispersed material is often little better than digging it all up. Third, once the waste is removed from the contaminated region, few, if any, technologies are generally accepted for destruction of the contaminated material. Further, how clean must the decontaminated area be?

The United States is not the only country facing these problems. At a meeting of U.S. and Russian nuclear and legislative experts in Moscow last December, members of the Russian legislature's Committee for Ecology and Rational Uses of Natural Resources said they despaired of solving the enormous cleanup challenges facing their nuclear-weapons facilities.

Beyond the cleanup of wastes loom the second and third problems—the threat of nuclear proliferation as more nations develop nuclear capabilities and the prob-

lems created as the United States and the former Soviet Union reduce their stocks of nuclear weapons. The well-publicized reduction in intermediate-range nuclear missiles by the U.S. and U.S.S.R. in the Intermediate-Range Nuclear Forces Treaty of 1987 meant just that: the destruction of missiles. The warheads those missiles carried still exist. The agreement just announced by President Bush and President Yeltsin would make deep cuts in the very large missiles and multiple warheads owned by both sides, reducing the threat of nuclear war but compounding the problem of dealing with the leftover nuclear material they contain.

The chief materials used in nuclear weapons are highly enriched uranium and plutonium. They share several important characteristics: They are difficult to produce, are extremely efficient in sustaining a nuclear-fission chain reaction, have an extremely long life, and can be used again and again in nuclear weapons. Wolf Haelele, director general of the Nuclear Research Center at Jülich, Germany, has estimated that both the United States and the former Soviet Union have about 100 tons of plutonium and 500 tons of enriched uranium in military stockpiles. As a result, the world faces perhaps the greatest threat of nuclear proliferation since the development of nuclear weapons.

Although the superpowers had nuclear weapons, the U.S. and the U.S.S.R. worked cooperatively to prevent the spread of nuclear weapons and the knowledge of how to build them. While a few countries—India, China, perhaps Israel—did develop the capability to produce nuclear weapons and many other countries may have tried, the genie was kept in the bottle. However, if weapons material becomes easily available, proliferation of weapons will be inevitable. The threat is particularly acute as the breakup of the former Soviet Union continues. The once-tight control over former Soviet weapons material is loosening. Just one of many effects of the deterioration of government organizations. If terrorists or other countries can acquire the basic building blocks of nuclear weapons, the disarmament of the former superpowers may be irrelevant.

The United States and the former Soviet Union have begun reducing their weaponry and military forces, but consider how much the United States might have to reinvest in armaments and manpower if nuclear weapons suddenly appeared in Libya or Iran, or in the hands of the world's terrorist organizations. A television ad for the care of automobile engines includes the line: "Pay me now or pay me later." Surely, paying now to prevent proliferation would be far cheaper.

Clearly, whether we are trying to clean up nuclear waste or to reduce our nuclear weapons without risking further proliferation, we need to find some viable alternatives to merely storing nuclear material.

Our best option is finding a way to burn or otherwise use up the nuclear material. For example, plutonium can be mixed with uranium to produce mixed-oxide fuel for nuclear-power plants. Such fuel has even been used successfully on a test basis in several commercial

nuclear plants in the United States. Although the technology exists for using this mixed-oxide fuel, political support must be generated before companies will be willing to make it and utilities will agree to use it.

We have the manpower to work out the details of cleaning up waste and weapons materials, if only the scientific community will focus on the task. Both the United States and the former Soviet Union have thousands of nuclear scientists. In the United States, the major laboratories working on nuclear weapons are the Los Alamos National Laboratory, the Lawrence Livermore National Laboratory, and the Sandia National Laboratory. All three have been trying to develop links to industry to engage in "technology transfer." I believe the link could be strong and rapidly developed were the links to help industries develop methods for cleaning up nuclear and hazardous wastes and forming weapons-grade materials in commercial reactors.

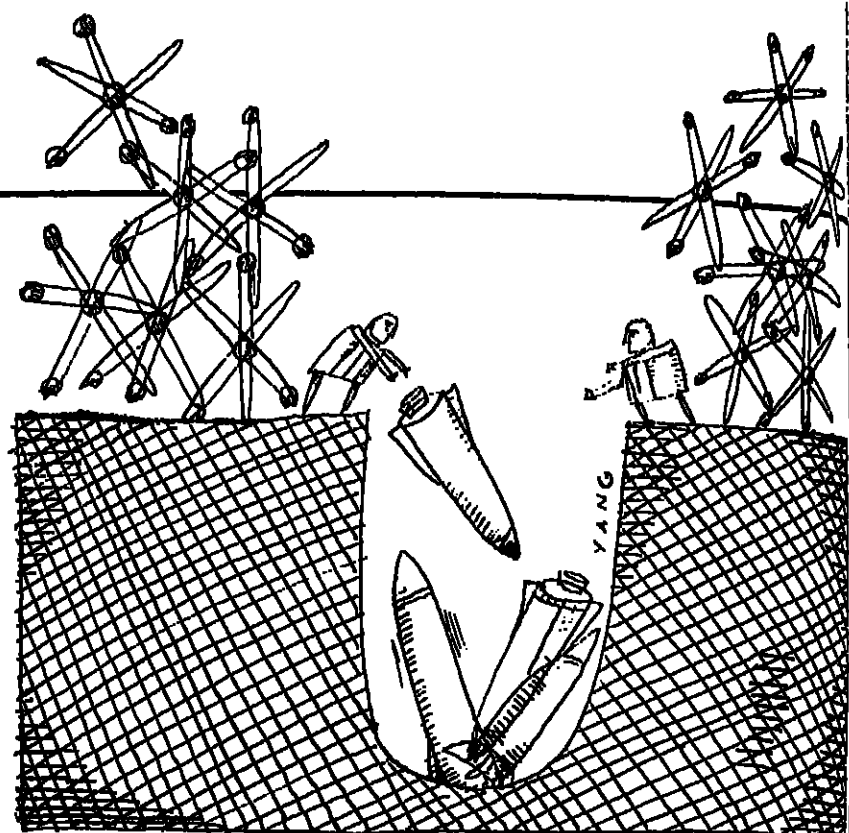
ABROAD, the United States already has begun developing projects for the thousands of scientists in the former Soviet Union now out of work or soon to be. We should mobilize scientists in the United States and in the former Soviet Union to address the technical challenges of developing nuclear weapons and storing nuclear waste.

Paul Foster, professor of business administration at St. Joseph's University, recently recommended supporting national laboratories and defense suppliers for at least a year as they develop transitional nuclear technologies for the commercial market. A similar approach could be taken in the former Soviet Union. Many technical challenges could be addressed, including finding new methods of consuming enriched uranium and plutonium, of destroying the long-lived products of nuclear fission, and of removing hazardous wastes from nuclear sites.

The problem of the public perception of science could be addressed at the same time scientists devoted themselves to finding better ways to handle nuclear material. Given that events over the past year have raised concerns in the public's mind about the social consciousness of scientists, they now should be trying to restore their credibility and prestige. Sissela Bok, professor of philosophy at Brandeis University, recently suggested that researchers should ask themselves: "What are the responsibilities of science for where the world is going?"

What better way to restore our credibility than to take responsibility for dealing with the hazards of nuclear weapons and the cleanup of nuclear waste?

John F. Aheurne is executive director of Sigma Xi, the Scientific Research Society, in Research Triangle Park, N.C., and adjunct scholar at Resources for the Future, an economic research institution in Washington. He formerly served as chairman of the U.S. Nuclear Regulatory Commission and the Secretary of Energy's Advisory Committee on Nuclear Facility Safety.



YANG FOR THE CHRONICLE

THE CHRONICLE

of Higher Education.

July 1, 1992 • \$2.75
Volume XXXVIII, Number 43Quote,
Unquote

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"This turns most of the campus codes into hamburger."
A lawyer, on the Supreme Court's 'hate speech' ruling: A19

"Let there be no mistake about our belief that burning a cross in someone's front yard is reprehensible. But St. Paul has sufficient means at its disposal to prevent such behavior without adding the First Amendment to the fire."
Justice Antonin Scalia: A19

"Despite their minimal training in grammar and the usage and history of language, most English teachers wurm to the task of serving as language police."
A professor of English, on academe's insistence on 'proper English': B1

"The United States has been the world leader in this field since the Second World War. For Congress to almost willfully kill the field is a national disaster."
A dean of science, on the House vote to kill the Superconducting Supercollider: A22

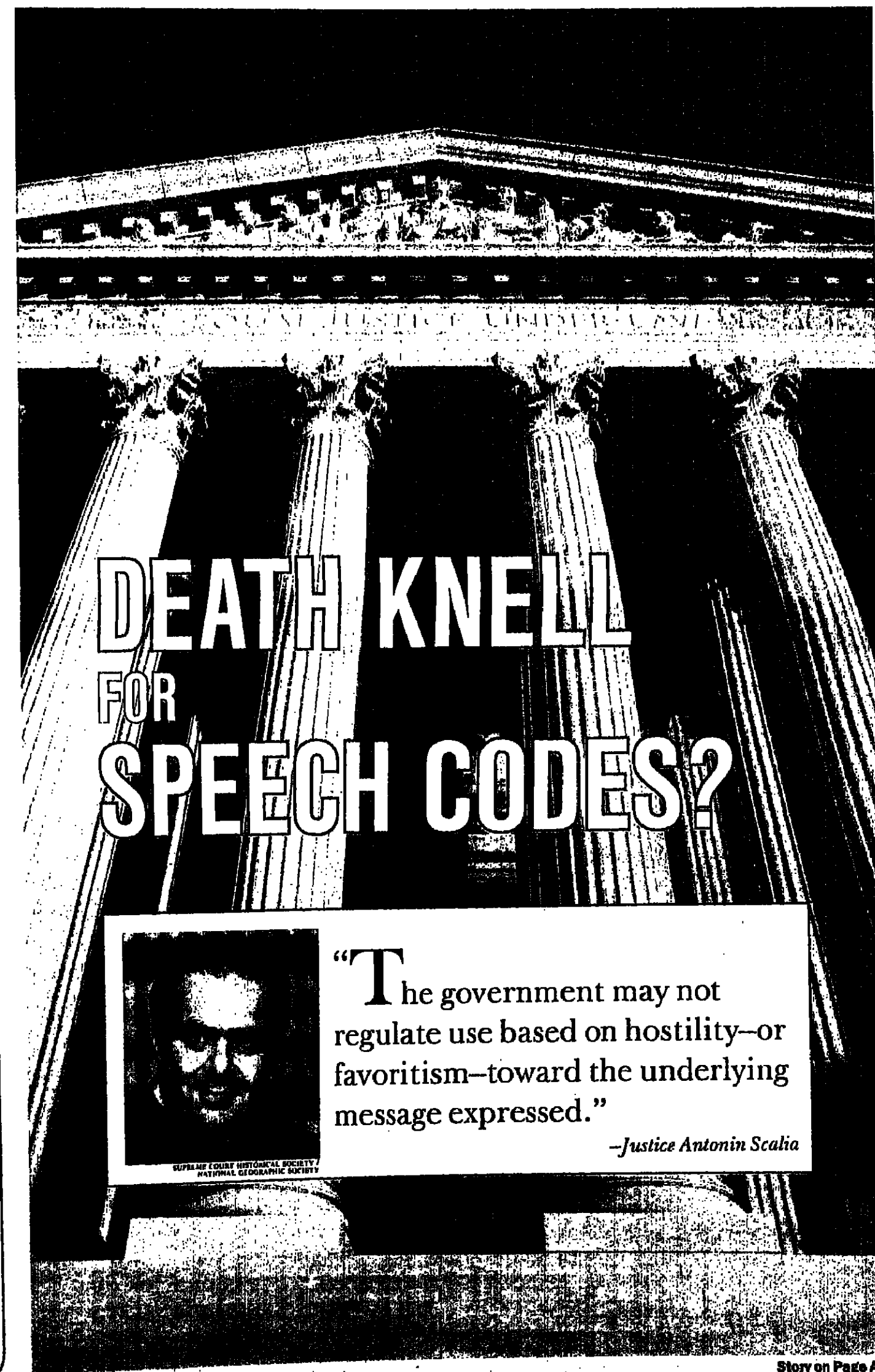
"People who spent money on these services might as well have thrown it out the window."
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"Everybody's seen Star Wars, and everybody thinks that robots are really easy to build."
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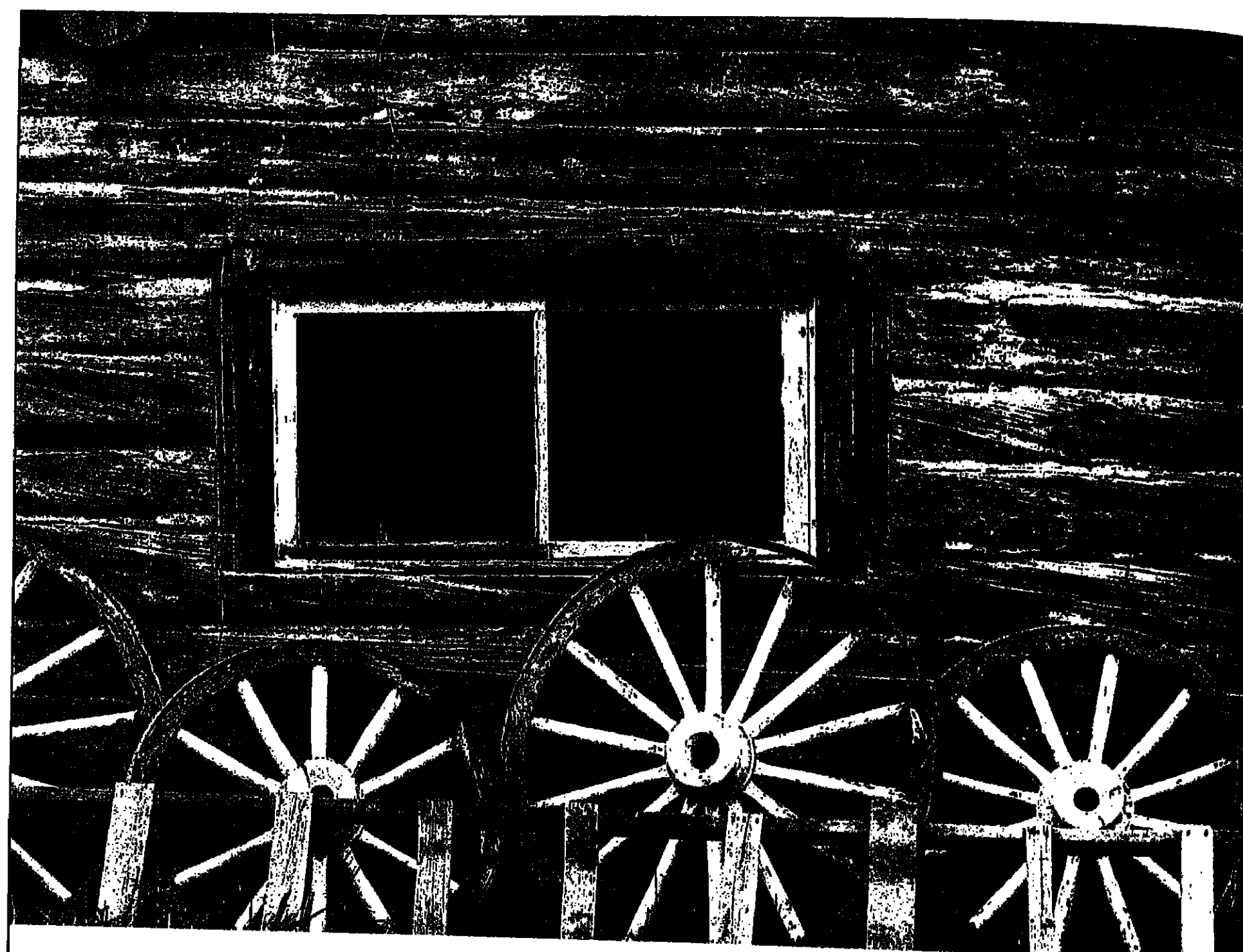
"The way engineering is practiced has changed dramatically over the years, and we in education need to catch up."

The executive director of the American Society for Engineering Education: A13

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This Week in The Chronicle

July 1, 1992

Scholarship

ASTROPHYSICIST AS CELEBRITY
George F. Smoot, III, who led the team that found new evidence about the creation of the universe, has willingly endured a crush of media attention: A8

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Scholars should spend less time describing the problem and more devising improvements. Point of View: A40

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After a rancorous meeting in 1990, the national association had hoped to pull things together at this year's conference, but it was not to be: A13

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He offers a glimpse of what he would do as President, including several ideas related to higher education: A22

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AN AMERICAN CUBIST
An exhibition of more than 60 paintings and drawings by Max Weber opens in Washington: B40

Gazette: A36

MARGINALIA

From a report on research at the State University of New York at Binghamton:

"As for Faculty Research Support Grants Program, I have no suggestions—only praise. I feel an enormous debt to the Research and Sponsored Programs Office. In my experience, it has been an oasis of efficiency in the SUNY bureaucratic sea."

Where nomad is an island.

From *The College World*, the student paper at Adrian College:

"Into the Streets, a national outreach, recruitment, and education program, has taken Adrian College by storm. 'We only expected about 100 students to participate,' says Seana Monahan, the coordinator for volunteer services, 'we will probably have between 100-200 students in the program.'"

"The concept of Into the Streets, according to Monahan, 'is to immobilize as many students as possible for a day of community service in hopes that students will commit to further community service on their own, in the future.'"

It's worth a try.

News from Lyndon State College: FOR IMMEDIATE RELEASE
MOOSE AMBLES ACROSS CAMPUS IN VERMONT

"Faculty and staff members of Lyndon State College, located in Vermont's 'Northeast Kingdom,' greeted a four-legged visitor to their campus on Friday afternoon."

"A full-grown cow moose, standing almost six feet tall, ambled across the lawn in front of the campus' administration building at 1:45 p.m., paused on the soccer field and then darted up the hill into the woods surrounding the campus. Witnesses estimate the moose remained on the campus for about five minutes before making her hasty retreat."

"Perhaps she felt behooved to better herself," explained Dr. Peggy R. Williams, president of the college. "She probably heard that we offer a number of interesting fields that she can study."

From *Philanthropic Digest*: "Iowa State University's largest capital campaign effort, 'Partnership for Prominence,' has surpassed the \$100 mark in its drive to raise \$150 million."

Congratulations! A journey of a thousand miles begins with a single step.

Headline in the Durham (N.C.) *Herald-Sun*:
U.S. TEACHERS LOOKING TWICE AT ABISMAL SCIENCE SCORES
And three times at the spelling scores, we hope.

—C.G.

In Brief

Officials clear dean of alcohol charges

MORAGA, CAL.—The Contra Costa District Attorney has dropped charges against the dean of student affairs at Saint Mary's College of California, who the police said had allowed under-age students to drink beer at a campus picnic. The dean, Ronald Travenick, was charged on grounds that he was the supervisor of the event. The District Attorney decided that the picnic was a private party organized by student groups and that the dean should not be held responsible.

Student foils burglar at fraternity house

DES MOINES—A Drake University fraternity member foiled a would-be burglar at the Sigma Alpha Epsilon house last week.

Rick Hosley, who will be a junior this fall, saw a man climbing down the outside stairs from the second floor with a videocassette recorder. Other fraternity members helped Mr. Hosley chase, catch, and restrain the thief. Mr. Hosley then sat on him until police arrived a few minutes later.

Police arrested John Westly Sykes and charged him with second-degree theft and violation of parole.



DITH PRAN, THE NEW YORK TIMES

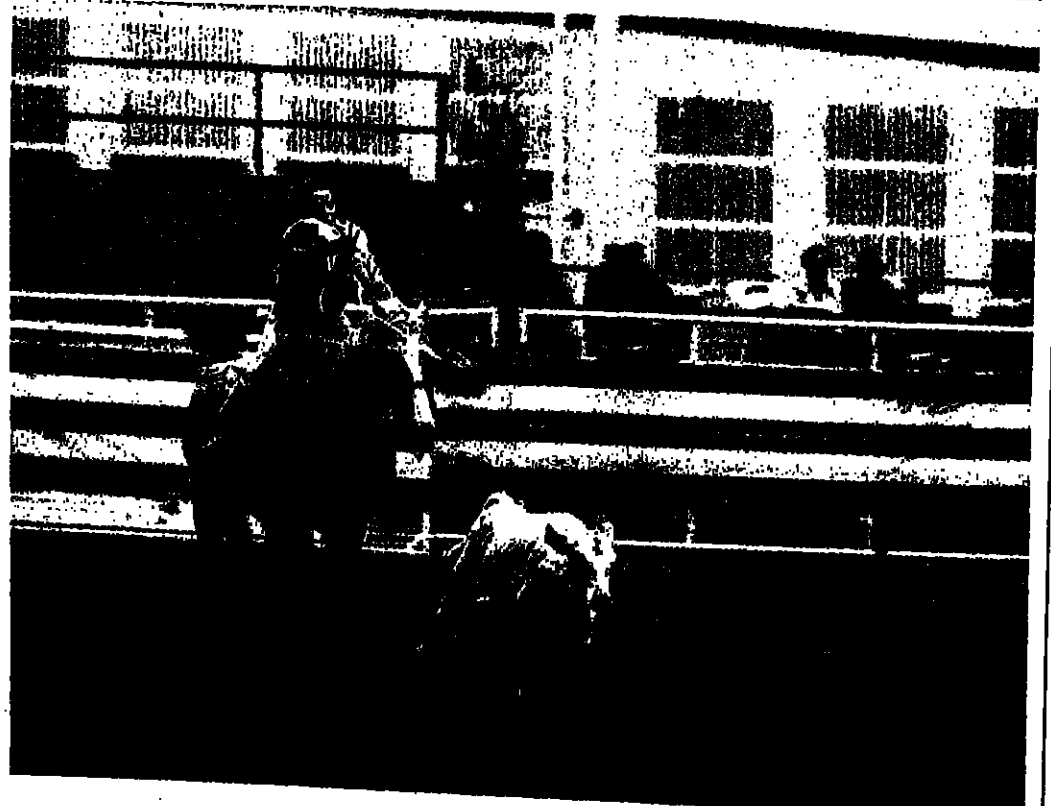
President of CUNY's City College will resign

NEW YORK—After a year filled with controversy, the president of City College of the City University of New York will resign, effective August 31.

The resignation of Bernard W. Harleston, who has been president of the college for 11 years, was announced after a Board of Trustees meeting last week. Both Mr. Harleston and C. Ann Reynolds (above), chancellor of CUNY,

told reporters he was leaving voluntarily. In the past year, City College has been rocked by the deaths of nine people before a concert held on the campus and by an uproar over racially charged remarks made by two of its professors.

Augusta Souza Kappner, president of the Borough of Manhattan Community College, will serve as acting president of City College.



BOB OUTLAW

Calf roping and bull riding at the college rodeo finals

BOZEMAN, MONT.—Three hundred cowboys and cowgirls competed at the 43rd annual College National Finals Rodeo for National Intercollegiate Rodeo Association titles.

The event was held at Montana

State University. Students competed in calf roping, bull riding, goat tying, barrel racing, bareback riding, saddle-bronc riding, and team roping.

Walla Walla Community College stripped the women's ti-

tle from the the University of Wyoming, a two-time defender. Southwest Oklahoma State University ousted the men's (two-time defending champion, Montana State University, to secure the men's title.

Louisiana State U. bans anti-abortion rally

BATON ROUGE, LA.—A student group says that by refusing to allow an anti-abortion rally in a campus theater, Louisiana State University has discriminated against organizations that oppose abortion.

University officials deny the charge. They say that Operation Rescue, a national anti-abortion group, was the rally's real sponsor. Outside groups can use campus facilities only if the event is co-sponsored by a student group.

Garry Ballard, a spokesman for Louisiana State, said Operation Rescue had approached the university about using its facilities. He said the request had been denied because the campus group, Students for Life, did not plan the rally and would play only a nominal role in the event.

Floyd Gonzalez, president of Students for Life, says the group has no ties to Operation Rescue and should be allowed to use the theater.

Student pleads guilty to setting campus fires

MANKATO, MINN.—A Mankato State University student who was charged with setting a string of fires at the university has pleaded guilty to all 14 arson.

The student, Mitchell Lang, is said to suffer from schizophrenia and is likely to serve no jail time under a plea agreement reached last week in Blue Earth County District Court.

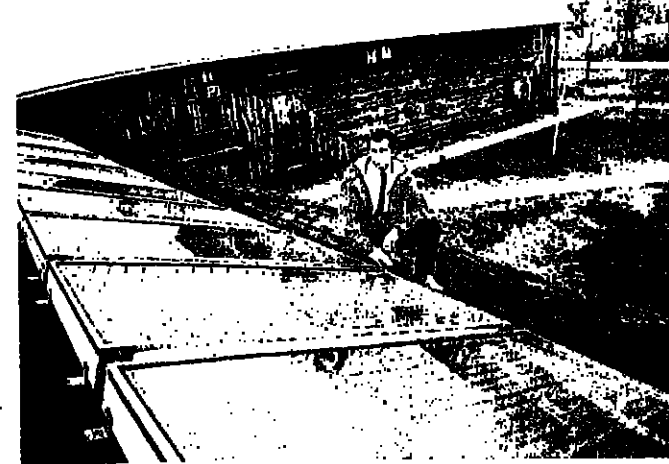
Mr. Lang was a senior when he was arrested in April in connection with fires that struck the university from June 1991 to last January. No one was injured, but damage from the evening blazes is estimated to be as much as \$680,000.

Mr. Lang testified that he had started the fires because of increasing anger against a philosophy professor, who had failed Mr. Lang on a test. The student is to be sentenced in August.

Corrections

■ An item about a trademark dispute (*The Chronicle*, June 17) incorrectly said Oklahoma State University had been granted a patent for its logo. It was issued a trademark registration.

■ Because of incorrect information from the National Aeronautics and Space Administration, a list of Congressional earmarks (*The Chronicle*, April 15) wrongly identified a \$2-million appropriation from NASA as a project at Wheeling Jesuit College. The project, called ADAMET, is conducted by a company in West Virginia.



BOB DELONG

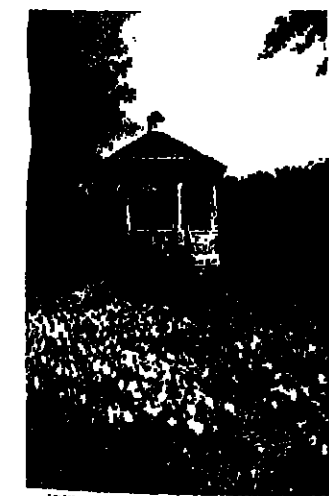
College uses panels discarded by White House

UNITY, ME.—Solar panels that once heated water for the White House now serve the cafeteria of Unity College.

Peter Marbach, development officer at the college, rescued 32 solar panels that had sat in a Virginia warehouse since they were removed from the White House seven years ago. Mr. Marbach tore out the seats of a run-down bus and drove to pick up the

4,000 pounds of alternative-energy equipment after he saw a picture of the panels in a magazine.

Unity has put half of the panels on the roof of its cafeteria (above), and plans to install the rest there this summer. Mr. Marbach says the panels are appropriate for the college because it is known for its programs in environmental sciences and natural-resources management.



LUCKY COILBOURN, NORTH CAROLINA STATE U.

N.C. State U. receives top award for arboretum

RALEIGH, N.C.—The eight-acre arboretum at North Carolina State University has won the 1992 award for the nation's best public garden.

The American Association of Botanical Gardens and Arboreta recognized the school's programs in botanical education, plant introduction, and research as models for public gardens.

The arboretum, which was started in 1976, contains 6,000 varieties of plants from 42 countries. It houses internationally renowned collections of juniper ground cover and redbuds, 450 kinds of daffodils, and several rare and unique plants.

The tract also features a Japanese garden, a white garden, and a 300-foot-long perennial border. One of the focal points of the white garden is a gazebo (above) surrounded by pansies, foxglove, and anemones.

Paper on feminism leads to dismissals

DALLAS—A dean and a faculty member at Dallas Baptist University were dismissed after the dean refused to investigate the faculty member, who was embroiled with a colleague in a dispute over feminism.

The dispute began when David Ayers, assistant professor of sociology, delivered a paper criticizing the feminist movement. An assistant professor of English, Deborah McCallister, later attacked his scholarship in a paper delivered at a faculty lunch.

Mr. Ayers distributed copies of both papers to his students and at one point likened Ms. McCallister's paper to the "razor-sharp sword of the assassin."

The administration formed a committee to investigate Mr. Ayers's conduct. John D. Jeffrey, dean of the School of Humanities and Social Sciences, protested, saying Mr. Ayers's actions were protected by academic-freedom guidelines. The administration then asked him to conduct the investigation, but he refused.

Both Mr. Ayers and Mr. Jeffrey were then told their one-year contracts would not be renewed. Says Edward H. Pauley, vice-president for academic affairs, "When a dean is asked to do something we feel is reasonable—in this case, to ask some questions—and he refuses, we're left with a problem." Mr. Ayers's contract was ended because he also refused to cooperate. Mr. Pauley added, Mr. Ayers says he believes he was punished for his "politically incorrect" views on feminism.

PORTRAIT

A Quest for the Healing Roots of Medicine

By DAVID L. WHEELER

BETHESDA, MD. A long, white, freshly washed limousine is parked outside C. Everett Koop's town house on a Monday morning, ready to give him a ride to a lecture.

To Dr. Koop, the limousine is not a symbol of his importance but a chance to illustrate what is wrong with American health care.

"In parts of the country today," he says, "we have ophthalmologists sending for their elderly patients in limos like the one waiting out there for me and arranging for roses to be delivered to those patients. It's unbelievable."

Health care, Dr. Koop says, too often caters exclusively to the well insured and the wealthy.

Speaking His Mind

As a professor of surgery at the University of Pennsylvania and a surgeon at Children's Hospital of Philadelphia for 42 years, Dr. Koop helped to create the field of pediatric surgery by convincing other physicians that operating on children was different from operating on adults. As President Reagan's Surgeon General, he was regularly caught in the crossfire between liberals and conservatives on health issues ranging from abortion to AIDS, but he left with the admiration of many on both sides for speaking his mind.

Since leaving the Surgeon General's office in 1989, Dr. Koop has helped create five one-hour television specials on health-care reform, has written his memoirs, and has toured the lecture circuit. Now, at 75, Dr. Koop is beginning what he calls his final career.

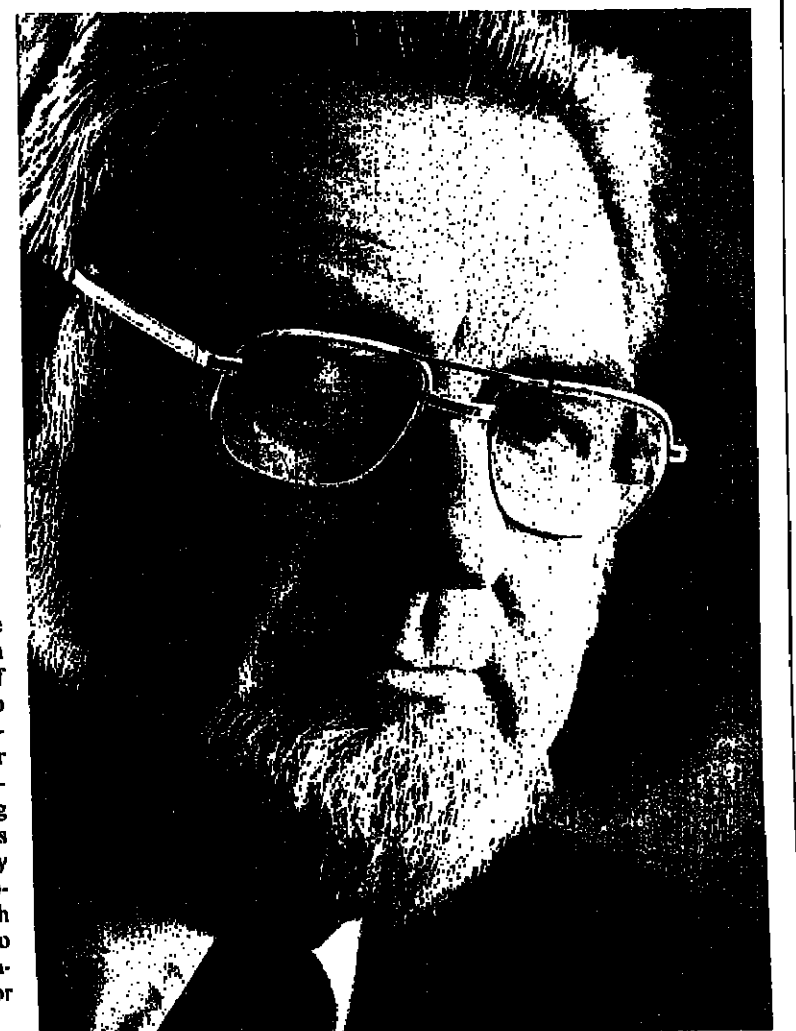
Using Dartmouth College's medical school as his headquarters, Dr. Koop hopes to help return American medicine to its roots as a healing profession. In May, the college established the C. Everett Koop Institute, and from that base, Dr. Koop hopes to reform American health care. He will begin with Dartmouth's 319 medical-school students.

The medical school's dean, Andrew G. Wallace, says the institute will be more of a philosophy than a building. "You may not be able to find it, but we hope it will permeate everything we do."

Dr. Koop, settled into a couch at his home here with a cup of decaffeinated coffee in hand, talks about his plans. He wants to see medical education built on three pillars: research on the best ways of treating patients, disease prevention, and ethics. "I think that one of the profound truths that I have come to believe in the last few years," he says, "is that the profession of medicine and the profession of public health each have to make a major confession."

Those who are trying to educate the public about disease prevention, he says, need to confess that their audiences may accumulate a lot of information, but often don't change their behavior.

Physicians should confess "that we don't really know what works and what doesn't work in the practice of medicine," he says, adding,



C. Everett Koop: "The profession of medicine and the profession of public health each have to make a major confession."

"We do an awful lot of things because we've always done them that way."

If the practice of medicine is to improve, he says, physicians need to learn from "outcomes research."

Outcomes research originated in the discovery of startling variations, from one geographical area to another, in the rates at which various surgical procedures are performed. In one Vermont town, for example, only 7 per cent of the children under age 14 had had their tonsils removed, while in another town not far away, 70 per cent of the children had had the operation.

As more research confirmed such variations, outcomes research was developed to compare the results of various treatments—including, in many circumstances, the effect of no treatment at all.

'Social Consultants'

Dr. Koop says medical schools should teach medical students what works, what doesn't, and what is unknown. "If the patient has all of the risks laid out, as well as all of the benefits," Dr. Koop says, "very well-controlled studies have shown the patient tends to choose low-tech, low-cost treatments and is satisfied with the result, no matter what it is, because he chose it."

Dr. Koop would also like to see each medical student at Dartmouth become a "social consultant" to a "family in distress." Dr. Koop and his associates have begun searching for such families in the towns surrounding Dartmouth.

"I want students to meet a moth-

er of 30 who is mired with a child who has cystic fibrosis and is now pregnant again," he says. "She's too young for Medicare and she's too rich for Medicaid but she doesn't have enough money to buy what she needs."

Focus on National Issues

Although many of his efforts will be focused on Dartmouth, Dr. Koop wants to use symposiums to discuss national issues, such as the debts of medical students.

The steep debts students accumulate in medical school, he says, drive them into lucrative specialties. He believes the resulting surplus of specialists makes doctors apt to pick costly treatments.

Neurosurgeons become frustrated when they can't use skills that they have spent years perfecting, he says. "You don't set out maliciously and say the next patient that comes along is going to get his head cracked," he says. "But if you see somebody in an automobile accident, I think the threshold for the indication that surgery is needed is somewhat lowered."

Dr. Koop has a simple solution for this problem: Ask state and federal governments to subsidize more of medical education.

To gather the political strength he needs to achieve his ambitious goals, Dr. Koop knows he will need allies, and he is searching for them on Dartmouth's faculty.

"I'm not asking people to sign on to something just to be in compliance," he says. "I am asking them to get the vision I have and join me in working out that vision."

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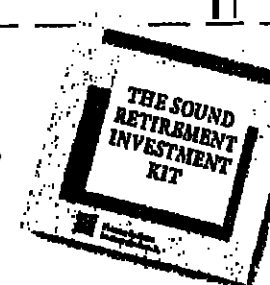
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Scholarship

A 12-year effort to document the life of one of America's most controversial women is now complete at the University of California at Berkeley.

Since 1980, 100 editors, researchers, translators, and administrators have been searching for material about Emma Goldman in more than 1,000 archives and private collections around the world. They have traced Goldman's life through classified government files, papers from obscure archives, and letters buried in basements.

The Emma Goldman Papers Project now has 30,000 letters and papers of the woman who was described as "the high priestess of anarchy" and "a woman 8,000 years ahead of her age."

Goldman was involved as an activist and orator in many of the major events and issues of her era, including the Russian Revolution and the Spanish Civil War and the struggle for women's equality and the right of free expression.

She was thrown into jail for advocating birth control and resistance to the draft, hounded by government agents, and deported to Russia in 1919 by a young J. Edgar Hoover.

"The collection tells you what Goldman was writing to friends and associates on each day, what the government was saying about her, what the newspapers were writing, what her friends were doing, and which police agents were following her and what they thought," says Candace Falk, director of the project and the author of the 1989 biography, *Love, Anarchy, and Emma Goldman*, published by Rutgers University Press.

The project is now working on a two-volume book edition of highlights of the collection. The entire collection is also available on microfilm.

Rewards for whistle blowers are rare. In science, even staying employed after accusing a colleague of fraud has been difficult.

But a small foundation in Cambridge, Mass., awarded \$10,000 last week to Margot O'Toole, a former postdoctoral researcher at the Massachusetts Institute of Technology who raised suspicions about the accuracy of a scientific paper. One of the paper's authors was the Nobel Laureate David Baltimore.

Ms. O'Toole's doubts ultimately triggered four investigations, including one by Congress, but the case is still not resolved. The U.S. attorney's office in Baltimore is reviewing the matter to see if criminal charges are warranted.

The \$10,000 given to Ms. O'Toole came from the Cavallo Foundation, set up by an independent investor, Michael Cavallo.

The award was one of the annual Cavallo Prizes for Moral Courage, given to recognize those who "have chosen to speak out when it would have been far easier to remain silent."

'Discovery of the Century' Brings Instant Celebrity

Astrophysicist who found new evidence about creation of the universe uses his status to promote science

By Kim A. McDonald

George F. Smoot, III, "These small variations are the imprints of tiny ripples in the fabric of space-time put there by the primeval explosion process."

The team created this microwave map of the universe after a painstaking computer analysis of a year's measurements by NASA's Cosmic Background Explorer.



BERKELEY, CAL. GEORGE F. SMOOT, III, realized his life would no longer be the same the day he noticed a photographer taking his picture as he mowed his front lawn.

For decades Mr. Smoot had led a distinguished yet relatively obscure career as an astrophysicist at the University of California's Lawrence Berkeley Laboratory here. But all that changed two months ago, when he announced at a scientific conference that his research team had uncovered the first evidence of the formation of primordial structures from the universe's creation.

Mr. Smoot became an instant celebrity. The photographer, a *paparazzo* who claimed to be from *Paris Match*, was confirmed of that. But unlike many scientists who have been distracted from their research by the crush of media attention, Mr. Smoot has not shied away from publicity.

In fact, he and his team of researchers have taken the unusual step of responding personally to hundreds of inquiries from "lay people" as well as the news media,

whose interest in the universe and its creation have been piqued by the discovery.

"George really wants to communicate the excitement of science to the public," says Jeffery Kahn, a public-information officer at the Berkeley laboratory. "A lot of people might have seized up on the occasion. They would have been a nervous wreck. But he's been almost superhuman in accommodating everyone. I've just been amazed that he hasn't raised the white flag and said, 'Enough.'"

While traveling through France and Switzerland in recent weeks, for example, Mr. Smoot has been writing postcards to the more than 200 people, mostly non-scientists, who sent him letters with questions or comments about his team's discovery. "People take the trouble to write to you," he says matter of factly, "so it's nice to write back to them."

Mr. Smoot was equally accommodating to the man who claimed to be from *Paris Match* (the magazine says it did not send him), inviting the photographer inside his home to take photographs. And when *People* magazine wanted to show him engaged

in an activity outside of the laboratory to demonstrate that scientists aren't stuffed shirts, Mr. Smoot volunteered to pose in a pair of Rollerblade skates.

Mr. Smoot admits he is taking advantage of the publicity—and enjoying it. He and his colleagues say the universal appeal of their discovery has given them a rare opportunity to demonstrate the value of science to wide segments of the public.

"George is worried about the budget for science in this country, because it's getting worse and worse," says Luis Tenorio, a graduate student at the University of California at Berkeley and a member of the research team. "He wants to get as much

"A lot of people might have seized up on the occasion. They would have been a nervous wreck. But he's been almost superhuman in accommodating everyone."

publicity for science, now that the discovery is hot."

Some scientists have dubbed the advance "the discovery of the century" and predict that it will eventually win Mr. Smoot a Nobel Prize. It is essentially a map of the ancient universe showing temperature fluctuations in the radiation left over from the "big bang," the explosion that scientists believe created the universe some 15 billion years ago.

The Great Voids of Space

Theoretical physicists believe those fluctuations, which are only 30 millionths of a degree warmer or cooler than the rest of the background radiation in the sky, eventually evolved into the lumpy universe that exists today.

"These small variations are the imprints of tiny ripples in the fabric of space-time put there by the primeval explosion process," Mr. Smoot says. "Over billions of years, the smaller of these ripples have grown into galaxies, clusters of galaxies, and the great voids of space."

The fluctuations detailed by the Smoot team came after a painstaking computer analysis of more than 300 million measurements by the Cosmic Background Explorer (or COBE), a satellite launched in November 1989 by the National Aeronautics and Space Administration.

Colleagues say Mr. Smoot's theatrics helped to break the monotony of the long process of checking and rechecking their data. In one instance, Mr. Smoot wore a tuxedo to one of the team's meetings to emphasize the importance of what it was doing; in another, he made a standing offer of a round-trip ticket anywhere in the world to anyone who could find a statistical error in the group's findings.

No one was able to cash in on the offer, so in February, Mr. Smoot asked one of his graduate students, Charley Lineweaver, to make one last computer check of the data. Mr. Lineweaver slipped the results under Mr. Smoot's office door, with a note saying simply, "Eureka?"

The announcement of the results at a meeting of the American Physical Society (*The Chronicle*, April 29) came as a relief to cosmologists who had been unable to reconcile the smooth background radiation against the lumpy universe that exists today.

'The Holy Grail'

One widely quoted cosmologist, Michael Turner, a professor of astronomy and astrophysics at the University of Chicago, called the discovery one of the most significant advances in astronomy.

"The Holy Grail has been found," he said after the announcement. "It's that important. If this evidence holds up to scrutiny, it is what we've been looking for for 20 years. It confirms our ideas of how structures form."

When Mr. Smoot returned from the American Physical Society meeting, he found a sign taped to his office door: "Home of the Holy Grail." Across the hall, in an office shared by his graduate students, another sign reads: "If You're God, It's Like Seeing George Smoot"—a humorous twist to Mr. Smoot's comment, in announcing the discovery, that "If you're religious, it's like looking at God."

Some members of his team wish he

Continued on Following Page

'Discovery of the Century' Creates an Instant Celebrity

Continued From Preceding Page

hadn't said that, since his statement quickly developed into a minor controversy among fundamentalists and others who wrote and called to complain. But Mr. Smoot points out that much of the religious reaction to his group's confirmation of the big-bang theory of creation has also been favorable.

"If there is a design to the universe, there must have been a designer," he says, noting that in the week of his announcement, a group of Anglican Bishops meeting in London concluded that his group's discovery had "confirmed the existence of God."

'The Unknown Gets Larger'

Mr. Smoot, who avoids questions about his own religious beliefs, says he sees no inconsistency between his team's results and religious ideas of creation. "Anytime you solve a question like this, you raise two more," he says.

Mr. Lineweaver agrees. "The scientific story of creation that we're talking about is incomplete," he says, "and in science, whenever you answer a question, you create two more, so that, in a sense, the unknown gets larger. If

easy to get funding for your work, and that part of getting funding is interacting with others besides your peers."

One thing Mr. Lineweaver learned is how to discuss tactfully the religious implications of the findings, which he thinks have given the discovery wider appeal among the public that is supporting the research.

"America is largely a scientific illiterate society," he says, "but people here think of themselves as being religious. Or they all think they are arm-chair philosophers. So you have to appeal to that, because they are the ones who are paying the money."

Mr. Lineweaver says one of the more memorable calls he received was from a dentist from Boise, Idaho, who told him, "I'm just a dentist to make money. I'm really a cosmologist," and wanted to discuss the implications of the finding.

"One guy called from New York," he adds, "and said, 'I'm an artist. Can you just send me the raw data?' He wanted to type up the data, print it out, and use it in some type of art—to say that this is the universe."

Mr. Kahn says many of the calls his institution has received were from people who said they had no specific question, but, sensing history in the making, wanted to

talk to anyone involved in the project "to share in the excitement."

One call came from a man who identified himself as an amateur scientist in South Carolina who had been engaged in similar cosmological research.

"George said what he found was like looking into the face of God," the caller said. "That's what I'm seeing, too. Tell George we've got to talk."

Verification in the Map

As for scientists, many theoreticians—who, like the religious callers, might have found contradictions with their own models of how the universe evolved—have reacted positively to the discovery. By modifying their models, most theo-

rists have found verification in the team's map.

"Everybody is saying that what they have predicted comes very, very close to the map," Mr. Lineweaver says. "I haven't seen anybody say that what they predicted comes very far from that."

Giovanni De Amici, a Berkeley astrophysicist who is a member of the team, says that while the group waits for independent confirmation of its results, which is expected within a year, it will analyze additional data from COBE to add more detail to the map and provide another check on their results.

"Our necks are out pretty far," Mr. Smoot says, noting that the publicity would prove embarrassing if a mistake were found. "But we think we're right."

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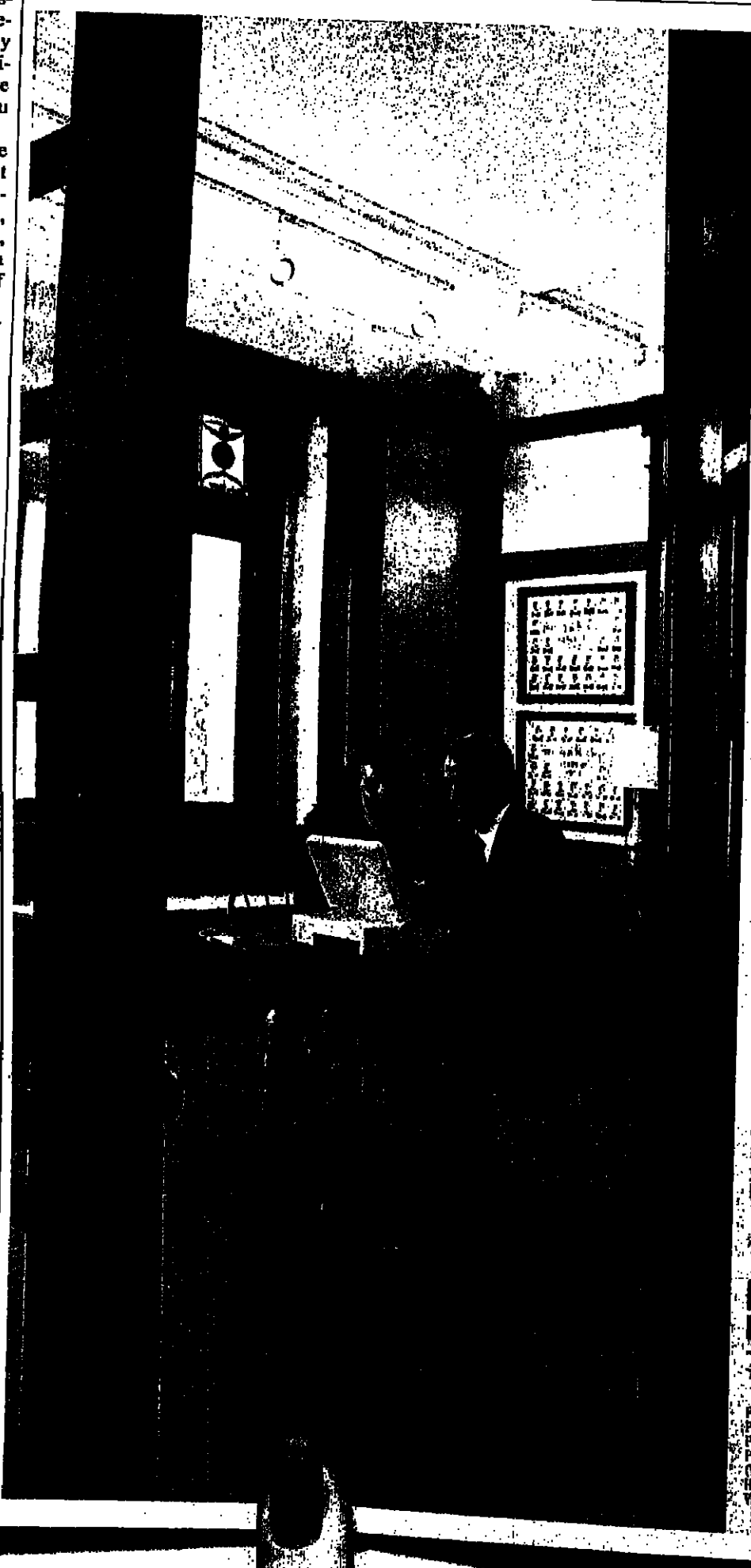
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"George said what he found was like looking into the face of God. That's what I'm seeing, too. Tell George we've got to talk."

you invoke God in that unknown, there will always be something for God to do in science."

"My mother is very happy with the results and she believes in God," he adds. "The big bang was the creation event 15 billion years ago, so my mother says, 'Well, it was created and God created it.' My father, however, believes in infinity and in the idea that the universe must have been here all the time, so he doesn't like this and they have a semi-religious argument about it."

Whatever their religious beliefs, Mr. Lineweaver says many of those who call him are drawn eventually to ask, "What does this mean about God?" So while Mr. Smoot fielded that question on "The Today Show" and "The Dennis Miller Show," Mr. Lineweaver, who happened to be in the office after the announcement, handled questions from radio talk shows across the United States as well as from Canada, Germany, and Spain.

Helping With Publicity

Mr. Kahn, the public-information officer, says some of Mr. Smoot's colleagues, like Mr. Lineweaver, were initially reticent about helping him with the "hundreds and hundreds" of requests for interviews that jammed their phone lines.

"But they all ultimately came around," Mr. Kahn says. "Part of George's training of graduate students is to show them that it's not

Publishing

What do you do when Hollywood calls, wanting to buy the film rights to your press's latest book?

As tempting as it might sound, editors shouldn't get their hopes up. Chances are, even when a press sells the rights to what it thinks is a hot property—fairly rare for most university presses, anyway—the film will probably never be made, says Dan Dixon of the University of California Press.

Mr. Dixon ought to know. As director of subsidiary rights, Mr. Dixon has been involved in the sale of film options for some 50 books. "My record so far is one in fifty, and that one won't show up until November," he says. He's referring to *Ishi in Two Worlds: A Biography of the Last Wild Indian in North America*, now being adapted into a documentary that will be carried by PBS this year. The book was written by Theodora Kroeber, the wife of the Berkeley anthropologist Alfred Kroeber, and released in 1961.

Mr. Dixon spoke about the ins and outs of selling film and television rights at the annual meeting of the Association of American University Presses in Chicago last week. Once a press sells an option on a book—at a fee of roughly \$2,000, which gives the buyer time to put together the financing and recruit people to work on the film—anything can happen. Options have been taken out recently on two other California books: *Boomer: Railroad Memoirs* (1990) by Linda Niemann and *Women of the Klan: Racism and Gender in the 1920s* by Kathleen M. Blee (1991).

"The person who's bought the rights has to raise millions of dollars," Mr. Dixon says. "The deal can fall through. Barbra Streisand can pull out."

Assuming the deal goes through, don't plan

on a lot of zeros behind the final purchase price. For a feature film with a budget of \$10-million or less, a press can expect to be paid anywhere from \$10,000 to \$100,000, Mr. Dixon says. A made-for-television movie on a major network could bring \$25,000 to \$75,000. Those figures are based on what film and television producers have indicated they're willing to pay. "There's a scale to this," Mr. Dixon says. "This is what producers will pay university presses. Anything else is extraordinary."

Actors and producers had tried for years to buy the film rights to *A River Runs Through It and Other Stories*, Norman Maclean's critically acclaimed collection of stories that was first published by the University of Chicago Press in 1976. Mr. Maclean, who was a long-time professor of literature at the university, brought the book to Chicago after it was turned down by several New York publishers. *A River Runs Through It* was the press's first book of fiction, selling 300,000 copies.

Robert Redford finally succeeded in securing the film rights in 1988, and the movie will appear in October, under Mr. Redford's direction. In this case, the movie rights belonged to Mr. Maclean, not to the press.

In September, Chicago will release Mr. Maclean's second book, *Young Men and Fire*, the true story of an elite crew of Forest Service Smokejumpers who parachuted into the Mann

Gulch fire of August 1949. The press is printing 30,000 copies of the book initially and plans to spend \$40,000 to promote it.

Mr. Maclean spent the last 14 years of his life studying and reliving the fire, and when he died in 1990, the book was still unfinished. In the years before his death, Mr. Maclean's health began to wane, and as the publisher explains in a prefatory note, "Young Men and Fire had become a story in search of itself as a story, following where Maclean's compassion led."

A new survey on the status of women in scholarly publishing, released at the AAUP meeting, showed that the glass ceiling is ever-present at university presses.

Two thirds of all university-press employees are women, yet they hold only 11—or 14 per cent—of the directorships, the top management position at presses.

The survey was conducted by Albert N. Greco, associate dean and director of publishing studies at New York University, for *Women in Scholarly Publishing*. "How can one examine these statistical results and not wonder how these presses, which report after all to a top-level academic or administrative officer at each university, have not been able to find and promote women in the upper echelons of management?" the report asks.

Twenty-eight per cent of the women responding to the survey said they had experienced some form of discrimination on the job, and 26 per cent said they had been subjected to harassment—sexual or otherwise. One woman described the often-unfavorable climate at her press as "more in the nature of a chronic disease than catastrophic illness."

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Arctic Homeland: Kinship, Community, and Development in Northwest Greenland, by Mark Nuttall (University of Toronto Press; 194 pages; \$50 U.S. hardcover, \$19.95 U.S. paperback). An ethnographic study of the Kalaallit, an Inuit people of Greenland; considers the potential impact of development projects on the group's seal-hunting subsistence economy.

Milk, Honey, and Money: Changing Concepts in Rwandan Hunting, by Christopher C. Taylor (Smithsonian Institution Press; 272 pages; \$35). Describes how pre-colonial Rwandan concepts of sickness, healing, and the body were affected by that central African country's exposure to capitalism.

ARCHAEOLOGY

Archaeology and Ethnohistory of the Omaha Indians: The Big Village Site, by John M. O'Shea and John Ludwickson (University of Nebraska Press; 374 pages; \$40). Reconstructs the material culture of 18th- and 19th-century Omaha Indians at a site on the Missouri River 75 miles north of Omaha; draws on historical accounts, Indian traditions, and previously unpublished archaeological data.

EDUCATION

Images of American Life: A History of Ideological Management in Schools, Movies, Radio, and Television, by Joel Spring (State University of New York Press; 306 pages; \$39.50 hardcover, \$19.95 paperback). Describes how political and economic forces have shaped the content of textbooks, curricula, films, and broadcasting since the 1920's.

ENVIRONMENTAL STUDIES

Environmentalism and Political Theory: Toward an Ecocentric Approach, by Robyn Eckersley (State University of New York Press; 274 pages; \$44.50 hardcover, \$14.95 paperback). Analyzes var-

ious schools of thought in "Green" political theory, and discusses their relation to Western political traditions.

HISTORY

The Correspondence of Erasmus: Letters 1559 to 1568, Volume 10, translated by R. A. B. Mynors, annotated by James M. Estey (University of Toronto Press; 313 pages; \$100 U.S.). Translation of letters from April 1523 to December 1524 that document the Dutch humanist's problems with both supporters and opponents of Martin Luther.

Creole New Orleans: Race and Americanization, edited by Arnold R. Hirsch and Joseph Logsdon (Louisiana State University Press; 456 pages; \$42.50 hardcover, \$16.95 paperback). Includes original essays on such topics as the development of a Franco-African culture in colonial New Orleans, and the effects on that culture of later Francophone and non-Francophone white immigration.

Divided Lives: American Women in the Twentieth Century, by Rosalind Rosenberg (Hill & Wang; 291 pages; \$35 hardcover, \$10.95 paperback). A historical study of the leaders, goals, and activities of the American women's movement.

The Fire-Eaters, by Eric H. Walther (Louisiana State University Press; 304 pages; \$39.95 hardcover, \$12.95 paperback). Describes the diverse backgrounds, personalities, and political views of Robert Barnwell Rhett (1800-1876), William Lowndes Yancy (1814-1863), and seven other leading proponents of Southern secessionism.

Founding the Far West: California, Oregon, and Nevada, 1840-1890, by David Alan Johnson (University of California Press; 488 pages; \$35). Focuses on state-constitution writing and other aspects of the development of distinctive local political cultures.

A Moralist in and Out of Parliament: John Stuart Mill at Westminster, 1865-1868, by Bruce L. Kinzer, Ann P. Robson, and John M. Robson (University of Toronto Press; 317 pages; \$65 U.S.). Discusses the British philosopher's election and service as a Liberal MP for the Westminster constituency.

North Country Captives, by Colin G. Calloway (University Press of New England; 160 pages; \$15.95). Edition, with commentary, of eight narratives by whites held captive by Indians in 18th-century Vermont and New Hampshire.

The Olympics: A History of the Modern Games, by Allen Guttmann (University of Illinois Press; 224 pages; \$24.95). A social history of the games from their revival in 1896 to the present.

The Portuguese Columbus: Secret Agent of King John II, by Mascarenhas Barreto, translated by Reginald A. Brown (St. Martin's Press; 394 pages; \$35). Argues that Christopher Columbus was not the son of an Italian wool dealer from Genoa, but rather was a Portuguese spy in the Spanish court whose mission was to keep Spain from finding a true route to India.

Segregated Skies: All-Black Combat Squadrons of WWII, by Stanley Sandler (Smithsonian Institution Press; 217 pages; \$24.95). Traces the operational and combat history of the black aviation squadrons whose members were known collectively as the Tuskegee Airman.

Sir Oliver Mowat, by A. Margaret Evans (University of Toronto Press; 437 pages; \$50 U.S. hardcover, \$19.95 U.S. paperback). A biography of the Canadian Liberal Party politician who served as Premier of Ontario from 1872 to 1896.

Slaves, Peasants, and Rebels: Reconsidering Brazilian Slavery, by Stuart B.

On Rime and Ridgess: The Los Alamos Area Since 1880, by Hui K. Rothman (University of Nebraska Press; 376 pages; \$45). Describes how competing economic and social interests have shaped the development of New Mexico's Pajarito Plateau, an area that includes Bandelier National Monument and the city of Los Alamos.

The Orphan Trains: Pleading Out in America, by Marilyn Irvin Holt (University of Nebraska Press; 236 pages; \$27.50). Discusses the 19th- and early 20th-century practice of relocating orphaned inner-city children to homes in the rural West.

The Peace Corps in Cameroon, by Julius A. Amin (Kent State University Press; 248 pages; \$32). A study of the corps' programs in the West African country during the 1960's.

The Portuguese Columbus: Secret Agent of King John II, by Mascarenhas Barreto, translated by Reginald A. Brown (St. Martin's Press; 394 pages; \$35). Argues that Christopher Columbus was not the son of an Italian wool dealer from Genoa, but rather was a Portuguese spy in the Spanish court whose mission was to keep Spain from finding a true route to India.

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NEW SCHOLARLY BOOKS

Continued From Preceding Page
Schwartz (University of Illinois Press; 192 pages; \$34.95). A revisionist study of the power relationship between masters and slaves in Brazilian society.
Sweet Charity: Slave Family and Household Structure in Nineteenth-Century Louisiana, by Ann Patton Malone (University of North Carolina Press; 369 pages; \$39.95). Draws on data from a statistical study of 155 slave communities in 26 parishes, and on descriptive analyses of Oakland, Petite Anse, and Tiger Island plantations.

HISTORY OF SCIENCE

The Papers of Joseph Henry, Volume 6: The Princeton Years, January 1844-December 1846, edited by Marc Rothenberg (Smithsonian Institution Press; 592 pages; \$55). Documents the American physicist's final years at Princeton University before his election as the first secretary of the newly established Smithsonian Institution.

INTELLECTUAL HISTORY

A Position to Command Respect: Women and the Eleventh Britannica, by Gillian Thomas (Scarecrow Press; 222 pages; \$25). A study of the 34 female contributors to the 1910-11 edition of the *Encyclopaedia Britannica*.

LAW

The Wheeling Bridge Cases: Its Significance in American Law and Technology, by Elizabeth B. Monroe (Northwestern University Press; 268 pages; \$45). Examines the role of law in the development of transportation technology through a study of *Pennsylvania v. Wheeling and Belmont Bridge*, a 19th-century Supreme Court case that involved a dispute between Virginia rail and Pennsylvania steamboat interests.

LITERATURE

ABC of Influences: Ezra Pound and the Remaking of American Poetic Tradition, by Christopher Beach (University of California Press; 291 pages; \$35). Discusses Pound's impact on the work of Robert Duncan, Charles Olson, and other postwar American poets, and proposes an alternative to Harold Bloom's theory of literary influence.

Barbara Pym: A Critical Biography, by Anne M. Wyatt-Brown (University of Missouri Press; 252 pages; \$29.95). Topics include how the English writer's experience of aging and ill health influenced her work.

Collaboration and Resistance Reviewed: Writers and the Mode Rétro in Post-Gaullist France, by Alan Morris (Borg Publishers, distributed by St. Martin's Press; 215 pages; \$39.95). Discusses French literary and intellectual interest in the period of Nazi occupation.

"Contemplations of Created Things": Solenoid in "Paradise Lost", by Harinder Singh Marjara (University of Toronto Press; 376 pages; \$50 U.S.). Challenges the notion that Milton's knowledge of science was based on outdated medieval, theological sources; argues instead that in writing *Paradise Lost*, the English poet drew on scientific material firmly in the 17th-century mainstream.

Derek Walcott's Poetry: American Minority, by Rei Terada (Northwestern University Press; 260 pages; \$35). Focuses on the West Indian-born poet's "geographical imagination" of a collective America, and on his view of the opposition between mimicry and originality.

Emerson on the Scholar, by Merton M. Sealts, Jr. (University of Missouri Press; 344 pages; \$39.95). Explores Ralph Waldo Emerson's notion of the true scholar, and describes how his view of the scholar's role in public life changed with his own increased involvement in the abolitionist movement.

Ethnicity and Identity in Contemporary Afro-Venezuelan Literature: A Culturalist Approach, by Marvin A. Lewis (University of Missouri Press; 136 pages; \$24.95). Considers the significance of racial and ethnic identity in Venezuelan literature through analyses of structural and thematic aspects of works by two black and two non-black writers—Juan Pablo Sojo, Ramón Díaz Sánchez, Manuel Gutiérrez Cárdenas, and Antonio Acosta Méndez.

Ethnohistory: A History, by Arnold Krupar (University of California Press; 288 pages; \$35 hardcover, \$13 paperback). Argues that American Indian writers have produced

an oppositional discourse to the ways Indians have been represented in mainstream ethnographic, literary, and historical writing.

The Fabulists: French Verses and Fables of Nine Centuries, translated by Norman R. Shapiro (University of Illinois Press; 264 pages; \$49.95). Critical translation of works by French and French colonial writers.

Reithland: Novels, Freud, and the Discipline of Romance, by Kenneth S. Calhoun (Wayne State University Press; 188 pages; \$29.95). Discusses the unfinished novel *Heinrich von Ofterdingen* (1802) by the German Romantic writer Novalis in relation to Freud's concept of the "family romance," an image used to describe how children come to doubt the identity of their parents and to develop fantasies of heroic illegitimacy.

The Flight of the Mind: Virginia Woolf's Art and Manic-Depressive Illness, by Thomas C. Caramagno (University of California Press; 373 pages; \$30). Shows how the English writer creatively used her experience of mental illness in her theories of fiction, mental functioning, and the structure of the self.

Glenn's Face: Women, Public and



Private, in the English Renaissance, edited by S. P. Cerasano and Marion Wynne-Davies (Wayne State University Press; 234 pages; \$29.95). Includes original essays on such topics as women's diaries, the development of Elizabeth I's political persona in her speeches to Parliament, and the disruption of conventional female identities in Jacobean court masques.

Goethe's Other Faust: The Drama, Part II, by John Gearey (University of Toronto Press; 211 pages; \$60 U.S.). Analyzes part two of Goethe's *Faust*, which he worked on for more than 25 years after completing part one; argues that the drama treats the theme of evolution in a way parallel to later Darwinian science.

Karl Kraus: A Reading, by Andrew Lytle (University of Missouri Press; 112 pages; \$17.95). A study of Kraus's *Laysansdatter*, a trilogy of historical novels by the Norwegian writer Sigrid Undset (1882-1949).

Mark Twain's Letters, Volume 3: 1889, edited by Victor Fischer, Michael B. Frank, and Dahlin Armon (University of California Press; 776 pages; \$40). Edition of 188 letters that document Twain's engagement to Olivia Langdon, activities on the lecture circuit, and work revising *The Innocents Abroad*.

Mexican Ballads, Chicom Poems: History and Influence in Mexican-American Social Poetry, by José E. Limón (University of California Press; 231 pages; \$38 hardcover, \$15 paperback). Draws on the theories of Harold Bloom, Raymond Williams, and Fredric Jameson in a study of the influence of the Mexican corrido or ballad on Chicano poetry of the 1960's and 70's.

Negative Poetics, by Edward Jayne (University of Iowa Press; 331 pages; \$29.95). Argues that misrepresentation is the most essential feature of fiction, and illustrates that view through discussion of such works as Conrad's *Heart of Darkness*, Coleridge's *The Rime of the Ancient Mariner*, and Hawthorne's *Young Goodman Brown*.

On the Translation of Native American Literature, edited by Brian Swann (Smithsonian Institution Press; 478 pages; \$45 hardcover, \$19.95 paperback). Includes original essays on the

history, methods, and difficulties of translating North, Central, and South American Indian literatures.

"Plein Ploumen" and the Problem of Belief, by Britton J. Harwood (University of Toronto Press; 237 pages; \$60 U.S.). Discusses the 14th-century Middle English poem's depiction of a protagonist in need of a knowledge of Christ as an object of perception.

Representing the French Revolution: Literature, Historiography, and Art, edited by James A. W. Heffernan (University of New England Press; 286 pages; \$60 hardcover, \$29.95 paperback). Includes new and previously published essays on images of the revolution in art, literature, and history writing from England, France, Germany, and the Caribbean.

The Space Between: Literary Epiphany in the Work of Annie Dillard, by Sandra Humble Johnson (Kent State University Press; 224 pages; \$28). Describes how the contemporary American writer creates moments of illumination, shared by the reader; includes discussion of similar epiphanies in the writings of Hopkins, Wordsworth, and T. S. Eliot.

MUSIC

The Correspondence of Roger Sessions, edited by Andrea Olmstead (Northwestern University Press; 539 pages; \$60). Annotated edition of more than 200 of the 20th-century American composer's letters, along with some 60 from his correspondents.

PHILOSOPHY

Fatalism, by Mark H. Bernstein (University of Nebraska Press; 165 pages; \$25). Topics include fatalism and implausible forms of fatalism, the relationship between fatalism and moral responsibility, and Ludwig Wittgenstein's views on free will and determinism.

The Philology of Being, by Joan Stambaugh (State University of New York Press; 200 pages; \$44.50 hardcover, \$14.95 paperback). Considers the concept of *being* in the work of Martin Heidegger; includes an analysis of his posthumously published work *Beiträge zur Philosophie* (1989).

In the Throes of Wonder: Intimations of the Sacred in a Post-Modern World, by Jerome A. Miller (State University of New York Press; 232 pages; \$44.50 hardcover, \$14.95 paperback). Discusses Heidegger, Bernard Lonergan, and other theorists in a philosophical study of the experience of wonder, horror, and awe.

The Olympian Dreams and Youthful Rebellion of René Descartes, by John R. Cole (University of Illinois Press; 312 pages; \$34.95). A study of Descartes's *Olympica*, a compendium of the French philosopher's dreams accompanied by his interpretations.

Philosophy as Therapy: An Interpretation and Defense of Wittgenstein's Later Philosophical Project, by James F. Peterman (State University of New York Press; 158 pages; \$39.50 hardcover, \$12.95 paperback). Draws links between a therapeutic goal in the Austrian philosopher's later writings and the earlier ethical project of the *Tractatus*.

The Ring of Representation, by Stephen David Ross (State University of New York Press; 267 pages; \$37.50 hardcover, \$18.95 paperback). Considers the philosophical problem of representing representation.

POLITICAL SCIENCE

The Administrative Presidency Revisited: Public Lands, the BLM, and the Reagan Revolution, by Robert F. Durant (State University of New York Press; 401 pages; \$54.50 hardcover, \$17.95 paperback). Examines the federal Bureau of Land Management's activities in New Mexico during the Reagan Administration.

Choosing Justice: An Experimental Approach to Ethical Theory, by Norman Prohlich and Joe A. Oppenheimer (University of California Press; 272 pages; \$45). Argues that the empirical approach to the analysis of ethical questions of fairness and justice; illustrates that argument by testing John Rawls's theory of distributive justice with cross-national experiments from Canada, Poland, and the United States.

A Decade of Deficits: Congressional Thought and Fiscal Action, by Steven E. Schier (State University of New York Press; 155 pages; \$47.50 hardcover, \$15.95 paperback). A study of U.S. lawmakers' views on budget policy; based on interviews with 113 Senators and Representatives conducted from 1985 to 1987, and with 67 Senate and 253 House legislative assistants in 1986.

The Emergence of David Duke and the

Addresses of Publishers

Hill & Wang, 19 Union Square West, New York 10003
Kent State University Press, P.O. Box 5190, Kent, Ohio 44242
Louisiana State U. Press, Baton Rouge, La. 70803
Northeastern U. Press, 360 Huntington Avenue, Boston 02115
St. Martin's Press, 175 Fifth Avenue, New York 10010
Scarecrow Press, P.O. Box 4167, Metuchen, N.J. 08840
Smithsonian Institution Press, 470 L'Enfant Plaza, Washington 20560
State U. of New York Press, State University Plaza, Albany, N.Y. 12248
U. of California Press, 2120 Berkeley Way, Berkeley, Cal. 94720
U. of Illinois Press, 54 East Gregory Drive, Champaign, Ill. 61820
U. of Iowa Press, Iowa 52242
U. of Missouri Press, 2910 LeMone Boulevard, Columbia, Mo. 65201
U. of Nebraska Press, 901 North 17th Street, Lincoln, Neb. 68588
U. of North Carolina Press, Box 2288, Chapel Hill, N.C. 27515
U. of Toronto Press, 10 St. Mary Street, Suite 700, Toronto M4Y 2M6
U. Press of New England, 17½ Lebanon Street, Hanover, N.H. 03755
Wayne State U. Press, Leonard N. Simons Building, 5989 Woodward Avenue, Detroit 48202

Pollack of Race, edited by Douglas D. Rose (University of North Carolina Press; 296 pages; \$29.95 hardcover, \$12.95 paperback). Includes original essays on the background, constituency, electoral success, and political impact of the Louisiana Republican politician and former Ku Klux Klan leader.

The Politics and Strategy of Nuclear Weapons in the Middle East: Opacity, Theory, and Reality, 1980-1991: An Israeli Perspective, by Shlomo Aronson (New York Press; 398 pages; \$39.50 hardcover, \$19.95 paperback). Discusses Israel's acquisition of nuclear weapons, its decision to not acknowledge openly the possession of that technology, and the role such "opacity" plays in Israeli foreign policy.

Traditions and Values in Politics and Diplomacy: Theory and Practice, by Kenneth W. Thompson (Louisiana State University Press; 456 pages; \$37.50 hardcover, \$12.95 paperback). Includes case studies of the attitudes of Presidents Eisenhower, Kennedy, Johnson, and Nixon toward ethics and politics.

RELIGION

A Deed of Emptiness: An Annotated Translation of the "Tong thun chen mo" of mKhas grub dge legs dpal bzang, by José Ignacio Cabeza (State University of New York Press; 390 pages; \$89.50 hardcover, \$29.50 paperback). Translation of a 14th-century Tibetan treatise on the theory and practice of emptiness as professed in the Yogicāra, Svātantrika, and Prāsaṅgika schools of Māhāyāna Buddhism.

SOCIOLOGY

The Penitentiary in Crisis: From Accommodation to Riot in New Mexico, by Mark Colvin (State University of New York Press; 257 pages; \$54.50 hardcover, \$17.95 paperback). A case study of the origins, events, and aftermath of the extremely violent riot that took place February 2 and 3, 1980, at the Penitentiary of New Mexico near Santa Fe.

Pioneers and Homesteaders: Jewish Women in Pre-State Israel, edited by Deborah S. Bernstein (State University of New York Press; 312 pages; \$49.50 hardcover, \$16.95 paperback). Includes original essays on East European and Yemenite Jewish women in Palestine from the 1880's to 1948.

PRIZES

TINKER FIELD RESEARCH GRANTS
Guidelines for 1992

The Tinker Foundation announces the continuation of its annual program of Institutional Field Research Grants. All recognized Centers or Institutes of Inter-American or Latin American Studies with graduate doctoral programs at accredited United States universities are eligible to enter the competition. The Field Research Grants award is in the amount of \$15,000 and must be matched by a minimum of \$10,000 from university or other sources.

The Field Research Grants must be used to support individual research by outstanding graduate students and junior faculty. Each Center or Institute which receives an award must conduct a competition to select the student/faculty recipients. The awards are to be used only for brief periods of field research and should primarily reflect the major interests of the Tinker Foundation, i.e., economic policy and governance and those targeted social science disciplines having strong public policy implications, and environmental policy studies. Recipients may conduct research in the Spanish- and Portuguese-speaking countries of Latin America as well as Portugal and Spain.

The deadline for receipt of applications for the 1992 awards is October 1. For complete details regarding the program and application procedures, write: Field Research Grants, The Tinker Foundation Incorporated, 55 East 59th Street, New York, New York 10022.

Personal & Professional

MIT Head Calls for 'Transformation' of Engineering Education; Hits Accreditors

He wants changes to be 'exciting and profound'

By DEBRA E. BLUM

The president of the Massachusetts Institute of Technology last week called for a major overhaul of engineering education that would emphasize design and production along with leadership and teamwork.

Speaking at the annual convention of the American Society for Engineering Education in Toledo, Ohio, President Charles M. Vest became the latest higher-education leader to weigh in in favor of such changes. He asked the 1,200 engineering educators at the meeting to support a "transformation" in engineering education that would be "every bit as exciting and profound as was the engineering science revolution" after World War II.

At the same time, he accused the Accreditation Board for Engineering and Technology, which accredits 350 schools of engineering around the country, of hindering the kind of innovation and experimentation he is encouraging.

'Left in the Dust'

He told the audience that a more flexible accrediting process was needed to promote change, or the board "will be left in the dust."

John W. Prados, head of chemical engineering at the University of Tennessee and president of the accrediting board, said Mr. Vest was not alone in accusing the board of being too rigid. He said the board was re-evaluating its guidelines and might make changes as early as October.

"There's always been tension between the responsibility we have to maintain what we see is the minimum quality level in engineering education and the responsibility to encourage innovation or at least to not get in the way of innovation," Mr. Prados said.

In his speech, Mr. Vest said changes in engineering education were necessary to

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Charles M. Vest, president of MIT: Math, science, and computation "must be integrated into our ability to do real engineering work."

Women's-Studies Group, Hoping to Heal Wounds, Finds More Conflict

By COURTNEY LEATHERMAN
AUSTIN, TEX.

This year's annual meeting of the National Women's Studies Association was supposed to heal fractures that crippled the organization after a large group of minority women staged an angry walkout at the 1990 conference.

The 1992 meeting, whose theme was "Enlarging the Circle: the Power of Feminist Education," started on a promising note: the screening of "I Am Your Sister," a video depicting a successful multicultural conference. In opening remarks, Deborah Lewis, the association's leader, then urged members to find common ground despite their different backgrounds and agendas.

It soon became clear how difficult that would be.

Within half an hour, the keynote speak-

er, Annette Kolodny, dean of the University of Arizona's Faculty of Humanities, had offended lesbian women by making what were described as "heterosexist" remarks. Other women complained that a white woman should not have been selected to start a conference aimed at opening the association up to minority women.

Then, meeting organizers apologized to Jewish conferees who had been inconvenienced by the scheduling of the Friday-night session, which interrupted Shabbat.

Complaints About Meals

Later that evening, some "eco-feminists"—scholars who believe in a feminist approach to environmental issues—complained that every meal served at the conference included meat.

Finally, one conferee complained that

participants should be asked in the future to forgo hair spray and perfume, which allergy sufferers might find irritating.

And so it went at the 15th annual meeting of the NWSA, an academic meeting unlike most others.

Many here stressed the unique nature of the association, which combines scholarship, politics, and activism, and which grew out of the women's movement of the early 1970's. All those characteristics are vital to the organization and the discipline, many here said. Because women's studies challenge the *status quo*, they must by their very nature have an activist element, these scholars said.

Those elements were obvious here, as sessions started off with songs adopted from earlier protest movements. But some

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Feminist Group Strives to Heal Crippling Wounds

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Participants here noted that the myriad agendas had often made for confusion, frustration, and divisiveness, and they likened the NWSA to a "dysfunctional family."

Divisions are nothing new for the organization. Tensions erupted at the 1990 meeting in Akron, Ohio, when nearly 100 women walked out. In part, the walkout was a protest over the association's firing of a black employee who had accused the organization of discrimination.

A number of members took up her cause and issued a list of unsuccessful demands at the 1990 conference. One of the women who participated in the walkout later charged that "white women were acting like white men."

In the months that followed, the association's five-member national staff resigned and the group canceled its 1991 annual meeting.

The NWSA has been trying to recover ever since. Its board hired three black women to run the national office. It formed a committee to revamp its governance structure, and it has been struggling to boost membership, which dropped from 4,000 to fewer than 2,000.

'Open and Vulnerable'

Despite the chaos at this year's meeting, some of the approximately 500 here were convinced that the meeting alone was proof that the NWSA had survived the worst.

Still, many said that the organization continued to face both internal and external pressures. "We're so open and vulnerable to institutions that see us as an organization that is always supposed to be 'politically correct,'" said Wilma Boddie-Beaman, a counselor at the State University of New York's College at Brockport and the head of NWSA's steering committee.

"Then, when we can't be all things to all people, we're vulnerable."

Ms. Boddie-Beaman was among the black women who did not walk out of the 1990 conference.

Some here said it was ironic that the NWSA was besieged by chaos at a time when academic programs and scholarship in women's studies were flourishing on many campuses. Those observers worried that the NWSA's problems would be misconstrued and used by critics to tar women's-studies programs.

A Critic Attends

One of the group's most outspoken critics was, in fact, in attendance: Christina Hoff Sommers, a philosopher at Clark University who joined the association last year. (Ms. Sommers may have been hard to spot. Her sister, Louise Hoff, who accompanied her, was wearing Ms. Sommers's name tag. Ms. Hoff explained: "Christina had said some women might be hostile to her being here.")

Ms. Sommers called the meeting disappointing. "I'm stunned by the incredible discrepancy between the mood and tone of this conference and that of other academic conferences."

She added: "Though I admit women's studies can be somewhat different, the difference is too extraordinary and it brings out the worst stereotypes against women—of being somewhat hysterical."

Ms. Sommers complained that she saw little evidence of serious scholarship at the conference.

Her opinion was not shared by many.

"She is flat-out wrong," said Evelyn S. Newlyn, an associate professor of English and director of women's studies at Brockport. "I presented my paper on 14th Century Middle Cornish dramatic verse," she added, explaining that her analysis challenged the traditional male-centered interpretations of the plays. "You can't get much more scholarly."

Many others also said they had

come to present scholarly papers. Some credited the annual meeting with giving them ideas about new teaching methods. "Where else could you find an English professor, a sociologist, a philosopher, and economist all getting together talking about an interdisciplinary approach to teaching?" said April Aerni, an economist at Nazareth College of Rochester.

She and others also noted that other disciplinary associations were plagued by their share of politics.

Some come to the annual meeting specifically for the politics and activism.

Amal Kavar, a political scientist at Utah State University, said she did not believe top scholars in the field usually attended the meeting.

"If you're really taking scholarship seriously, you don't present here," she said. "It's light scholarship." Still, she found the conference valuable for its discussions on diversity.

Jan M. Rogers, head of North Carolina State University's women's center, was frustrated that the discussions had not led to strategies for dealing with problems. She said that a three-hour meeting she attended was taken up by participants introducing themselves and explaining their backgrounds.

The Biggest Faction

For women who feel isolated on their campuses because of their disciplines, their ethnicity, or their politics, that kind of "bonding" is why they come. Conference attendees who teach women's studies at community colleges—a growing trend—said it was important to meet others in similar positions. The same was true for women in eco-feminism, as well as for lesbians.

Many lesbians believe they are the biggest faction in the NWSA. The lesbian caucus's May newsletter said the group had grown to over 1,700—including non-members. "It appears we are the organization!" it stated. That perception has caused some problems for others in the NWSA—particularly

when the association is restructuring itself to provide a better forum for its other groups. The NWSA is made up of about a dozen caucuses. Many in the "women of color" caucus complained that this conference had not fully addressed the conflicts that led to the problems in 1990. Ms. Boddie-Beaman, of the NWSA's steering committee, said she believed the many competing

expectations of the organization would be put to rest with a constitution approved by members last week.

That was her one goal for the conference. She has another for the NWSA. "If I had my wish, I would stop comparing ourselves to other organizations. We're different. We need to commit to goals, work to their completion, and celebrate our difference."

NEW BOOKS IN HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academic Year Abroad, 1992-93, edited by Sara J. Steen and Ed Battle (Institute of International Education Books, 809 United Nations Plaza, New York 10017; 482 pages, \$19.95, plus \$3 for shipping). Contains information on more than 3,000 programs for students interested in studying abroad during the academic year.

Beyond Flexner: Medical Education in the Twentieth Century, edited by Barbara Barzansky and Norman Givitz (Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, Conn. 06881; 246 pages, \$49.95 pre-paid). A collection of essays on developments in U.S. medical education since the 1910 report issued by Abraham Flexner of the Carnegie Foundation for the Advancement of Teaching.

Black Women in Higher Education: An Anthology of Essays, Studies, and Documents, edited by Elizabeth L. Hile (Garland Publishing, 717 Fifth Avenue, Suite 2500, New York 10022; 341 pages, \$50 pre-paid). Includes materials from the 1860's to the 1980's.

Directory of Puerto Rican Professionals Working in Institutions of Higher Education in the United States, compiled by Ramón Borge-Pérez (Center for Puerto Rican Studies, Higher Education Task Force, City College of the City University of New York, 695 Park Avenue, New York 10021; 132 pages, \$25 pre-paid).

Memoirs of an Obscure Professor, by Paul F. Holler, Jr. (Texas Christian University Press, distributed by Texas A&M Press, Drawer College Station, Tex. 77843; 28 pages, \$24.95, plus \$2.50 for shipping). Contains autobiographical essays by a professor emeritus of education.

The Soviet System of Education, by Evgeny Popovych and Brian Lewis-Stankovich (American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington 20036; 140 pages, \$25 for AACRAO members, \$40 for non-members, plus \$2.50 for shipping in both cases). Presents information on all levels of the education system of the former Soviet Union; the book is intended as a reference for admissions officers who may be dealing with larger numbers of former Soviet students because of the establishment of new exchange programs.

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The town of Woodstock is centrally located with exceptional access throughout New England within 90 minutes of the region's four major metropolitan areas: Hartford, Providence, Springfield and Boston.

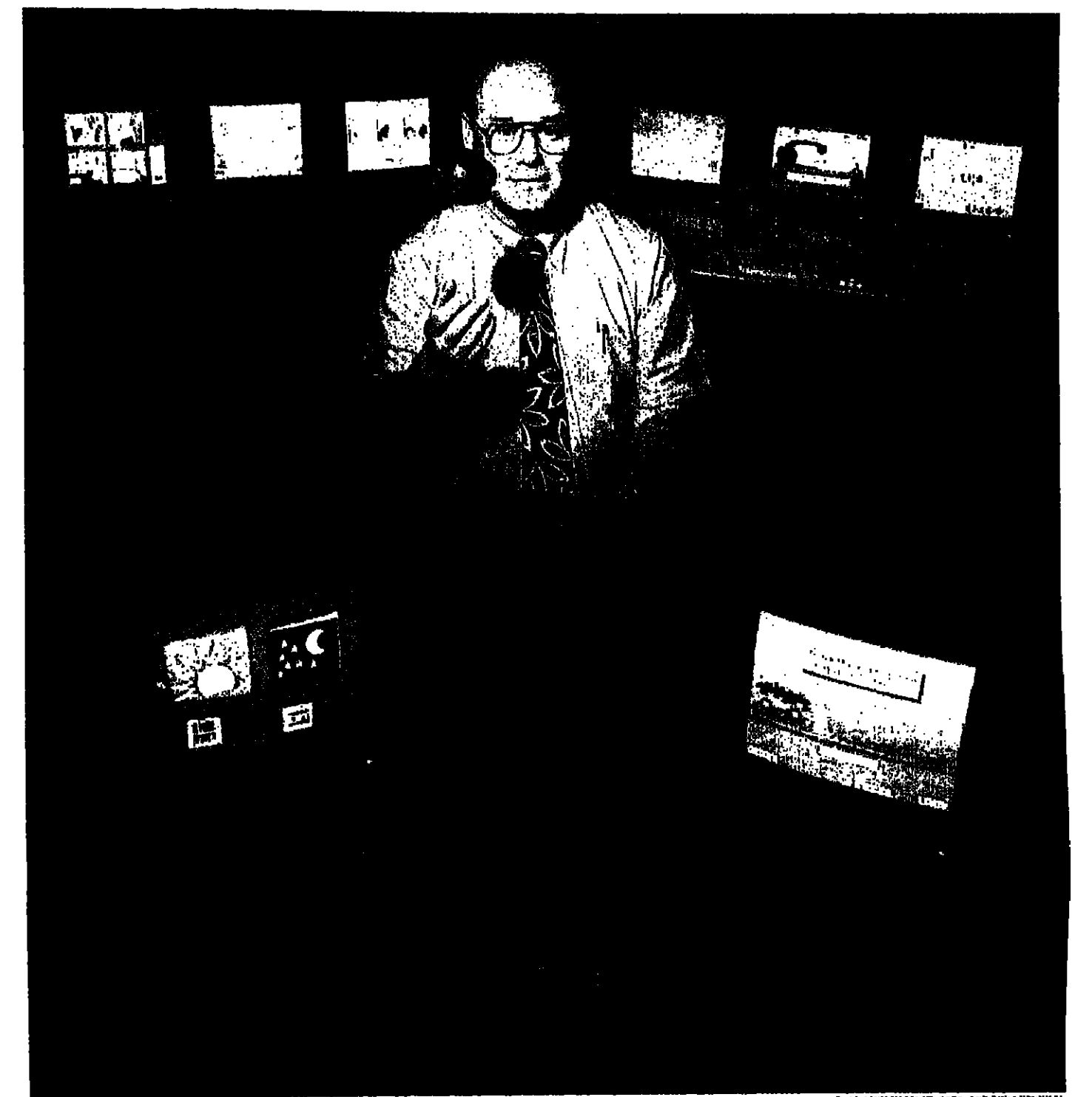
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Information Technology



Thomas F. Ryan: "Our major commitment is to the notion that the computer is a tool in the classroom—like chalk, like a book, like a dictionary."

A sociologist at Queens College of the City University of New York is predicting that electronics will eventually replace print as the medium for conveying information.

"In the economic competition between the two, books, magazines, and newspapers are already doomed," says Lauren Seiler, an associate professor of sociology, drawing on findings from a paper he plans to present at a meeting of the American Society of Information Science next fall. "There is simply not enough money for print and electronic technology to coexist."

For example, says Mr. Seiler, "printing a color book requires a full web press and an acre of space, whereas it is far less expensive to copy 50,000 pages, many in full color, to a single disk."

He adds: "Electronics are demonstrating that they are more cost effective every day and every hour."

The Association of Research Libraries is working with 31 member institutions on a project to increase the number of librarians who can use geographic-information systems.

The one-year project is a response to a growing need for librarians who know how to gain access to certain electronic information—census data, for example—in the federal depository libraries and show people how to use it. The association is holding workshops and using electronic mail to provide instruction to the librarians.

A geographic-information system, or GIS for short, is a database program that lets users store and retrieve environmental and other data and create maps for economic-development agencies and other organizations.

Several software companies are donating programs and data bases for the project.

Harvard University's school of government is creating a data base for current research on policy issues stemming from electronic networks and information in digital form.

The data base, a project of the Science, Technology, and Public Policy Program, will include abstracts on the National Research and Education Network, the Internet, and network security, as well as on electronic publishing, intellectual property, and access to government information.

Brian Kabin, director of the project, says he is looking for concise descriptions of research in progress that will help policy makers better understand issues.

For more information, contact Mr. Kabin, Information Infrastructure Project, John F. Kennedy School of Government, Harvard University, 79 John F. Kennedy Street, Cambridge, Mass. 02138; (617) 495-8903; GOWLAND@HUSC8.HARVARD.EDU.

MIT Head Calls for 'Transformation' of Engineering Education

Continued From Preceding Page
meet the challenges of "growing internationalism, decreased emphasis on military concerns, increased economic competitiveness on a global scale, dramatically changing demography, and widespread concern about the quality of education at all levels."

He said engineering education needed to restore a basic focus on design and production and be more closely tied to engineering practice. In addition, he said, engineering students must be taught leadership and teamwork skills.

A Growing Movement

Not all of Mr. Vest's ideas, as he himself noted, are original. Indeed, the concepts he discussed are part of a movement that is gaining momentum around the country. His message attracted attention, however, because of the urgency of the problem and his affiliation with MIT, a leader in the field.

Over the past several years—at MIT and elsewhere—professors, administrators, and practicing engineers have been re-examining

what is being taught to engineering students, and how. The field is trying to attract students who may shun engineering because of its top-heavy math and science requirements. It is also trying to improve its service to industry, whose leaders have increasingly complained that engineering graduates are not prepared for the kind of teamwork and problem solving necessary in the workplace.

From 1981 to 1991 the number of baccalaureate degrees in engineering awarded by U.S. institutions increased by 2 per cent, but the 1991 figure was 18 per cent below the peak reached in 1986. The proportion of Americans and other permanent residents of the U.S. earning such degrees increased slightly over the decade.

According to Frank L. Huband, executive director of the engineering-education society, most observers in the field agree that the 30-year-old model of "science-based" engineering education is outmoded. In the 1950's, he said, engineering education changed from a mostly applied discipline

that emphasized such skills as surveying, drafting, and metal casting to a more analytical field that incorporated science, mathematics, and, later, computing.

A 'Need to Catch Up'

Under the model still in effect, the first two years of an undergraduate engineering program are devoted almost exclusively to math and science, and the last two years to engineering concepts, he said.

"The way engineering is practiced has changed dramatically over the years, and we in education need to catch up," he said.

The most important change, Mr. Huband said, involves a better integration of math and science with the concepts of design and production over all four years.

In an interview, Mr. Vest agreed that integration may be the most critical factor for change.

"I don't want to back off the depth of math, science, and computation," he said. "But they can't be left dangling. They must be integrated into our ability to do real engineering work."

NORMAL, ILL.
TWO TEACHER EDUCATORS are putting the finishing touches on a software package they have developed to help deaf children learn to lip read.

The multimedia package, called "Read My Lips," will let the children read a story about dinosaurs and see a full-motion video on a computer screen. When the students see words they don't know, they can press a key to call up an image of an instructor demonstrating the correct pronunciation.

That project is just one example of the work under way with computers at the Illinois State University's College of Education. Over the past few years, the college has taken steps to make sure that the 800 prospective teachers it graduates each year are able to plan lessons that use computers.

"Our major commitment is to the notion that the computer is a tool in the classroom—like chalk, like a book, like a dictionary," says Thomas F. Ryan, the college's dean.

Increasingly, America's schools are
Continued on Following Page

Teachers' Use of Computers Stressed by Education College

Graduates of program at Illinois State U. are expected to know how to apply technology in their lesson planning

By Julie L. Nicklin

Feminist Group Strives to Heal Crippling Wounds

Continued From Preceding Page
Participants here noted that the myriad agendas had often made for confusion, frustration, and divisiveness, and they likened the NWSA to a "dysfunctional family." Divisions are nothing new for the organization. Tensions erupted at the 1990 meeting in Akron, Ohio, when nearly 100 women walked out. In part, the walkout was a protest over the association's firing of a black employee who had accused the organization of discrimination. A number of members took up her cause and issued a list of unsuccessful demands at the 1990 conference. One of the women who participated in the walkout later charged that "white women were acting like white men."

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'Open and Vulnerable'

Despite the chaos at this year's meeting, some of the approximately 300 here were convinced that the meeting alone was proof that the NWSA had survived the worst. Still, many said that the organization continued to face both internal and external pressures. "We're so open and vulnerable to institutions that see us as an organization that is always supposed to be 'politically correct,'" said Wilma Boddie-Beaman, a counselor at the State University of New York's College at Brockport and the head of NWSA's steering committee.

"Then, when we can't be all things to all people, we're vulnerable," Ms. Boddie-Beaman was among the black women who did not walk out of the 1990 conference. Some here said it was ironic that the NWSA was besieged by chaos at a time when academic programs and scholarship in women's studies were flourishing on many campuses. Those observers worried that the NWSA's problems would be misconstrued and used by critics to tar women's studies programs.

A Critic Attends

One of the group's most outspoken critics was, in fact, in attendance: Christina Hoff Sommers, a philosopher at Clark University who joined the association last year. (Ms. Sommers may have been hard to spot. Her sister, Louise Hoff, who accompanied her, was wearing Ms. Sommers' name tag. Ms. Hoff explained: "Christina had said some women might be hostile to her being here.")

Ms. Sommers called the meeting disappointing. "I'm stunned by the incredible discrepancy between the mood and tone of this conference and that of other academic conferences." She added: "Though I admit women's studies can be somewhat different, the difference is too extraordinary and it brings out the worst stereotypes against women—of being somewhat hysterical."

Ms. Sommers complained that she saw little evidence of serious scholarship at the conference. Her opinion was not shared by many. "She is flat-out wrong," said Evelyn S. Newlyn, an associate professor of English and director of women's studies at Brockport. "I presented my paper on 14th Century Middle Cornish dramatic verse," she added, explaining that her analysis challenged the traditional male-centered interpretations of the plays. "You can't get much more scholarly."

Many others also said they had

come to present scholarly papers. Some credited the annual meeting with giving them ideas about new teaching methods. "Where else could you find an English professor, a sociologist, a philosopher, and economist all getting together talking about an interdisciplinary approach to teaching?" said April Aerni, an economist at Nazareth College of Rochester.

She and others also noted that other disciplinary associations were plagued by their share of politics.

Some come to the annual meeting specifically for the politics and activism.

Amal Kavar, a political scientist at Utah State University, said she did not believe top scholars in the field usually attended the meeting. "If you're really taking scholarship seriously, you don't present here," she said. "It's light scholarship." Still, she found the conference valuable for its discussions on diversity.

Jan M. Rogers, head of North Carolina State University's women's center, was frustrated that the discussions had not led to strategies for dealing with problems. She said that a three-hour meeting she attended was taken up by participants introducing themselves and explaining their backgrounds.

The Biggest Faction

For women who feel isolated on their campuses because of their disciplines, their ethnicity, or their politics, that kind of "bonding" is why they come. Conferees who teach women's studies at community colleges—a growing trend—said it was important to meet others in similar positions. The same was true for women in eco-feminism, as well as for lesbians.

Many lesbians believe they are the biggest faction in the NWSA. The lesbian caucus's May newsletter said the group had grown to over 1,700—including non-members. "It appears we are the organization!" it stated. That perception has caused some problems for others in the NWSA—particularly

when the association is restructuring itself to provide a better forum for its other groups. The NWSA is made up of about a dozen caucuses. Many in the "women of color" caucus complained that this conference had not fully addressed the conflicts that led to the problems in 1990. Ms. Boddie-Beaman, of the NWSA's steering committee, said she believed the many competing

NEW BOOKS IN HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academic Year Abroad, 1992-93, edited by Sara J. Steen and Ed Battle (Institute of International Education Books, 809 United Nations Plaza, New York 10017; 482 pages; \$39.95, plus \$3 for shipping). Contains information on more than 2,000 programs for students interested in studying abroad during the academic year.

Beyond Flaxman: Medical Education in the Twentieth Century, edited by Barbara Harzansky and Norman Guvitz (Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, Conn. 06881; 246 pages; \$49.95 prepaid). A collection of essays on developments in U.S. medical education since the 1910 report issued by Abraham Flexner of the Carnegie Foundation for the Advancement of Teaching.

Black Women in Higher Education: An Anthology of Essays, Studies, and Documents, edited by Elizabeth L. Hie (Carland Publishing, 717 Fifth Avenue, Suite 2500, New York 10022; 341 pages; \$50 prepaid). Includes materials from the 1860's to the 1980's.

Directory of Puerto Rican Professionals Working in Institutions of Higher Education in the United States, compiled by Ramón Bosque-Pérez (Center for Puerto Rican Studies, Higher Education Task Force, Hunter College of the City University of New York, 695 Park Avenue, New York 10021; 132 pages; \$25 prepaid).

Memoirs of an Obscure Professor, by Paul F. Bolter, Jr. (Texas Christian University Press, distributed by Texas A&M Press, Drawer C, College Station, Tex. 77843; 238 pages; \$24.95, plus \$2.50 for shipping). Contains autobiographical essays by a professor emeritus of history at TCU.

The Soviet System of Education, by Erika Pupovych and Brian Levin-Stankevich (American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington 20036; 140 pages; \$25 for AACRAO members, \$40 for non-members, plus \$2.50 for shipping in both cases). Presents information on all levels of the education system of the former Soviet Union; the book is intended as a reference for admissions officers who may be dealing with larger numbers of former Soviet students because of the establishment of new exchange programs.

expectations of the organization would be put to rest with a new constitution approved by members last week.

That was her one goal for the conference. She has another for the NWSA: "If I had my wish, we would stop comparing ourselves to other organizations. We're different. We need to commit to our goals, work to their conclusion, and celebrate our difference."

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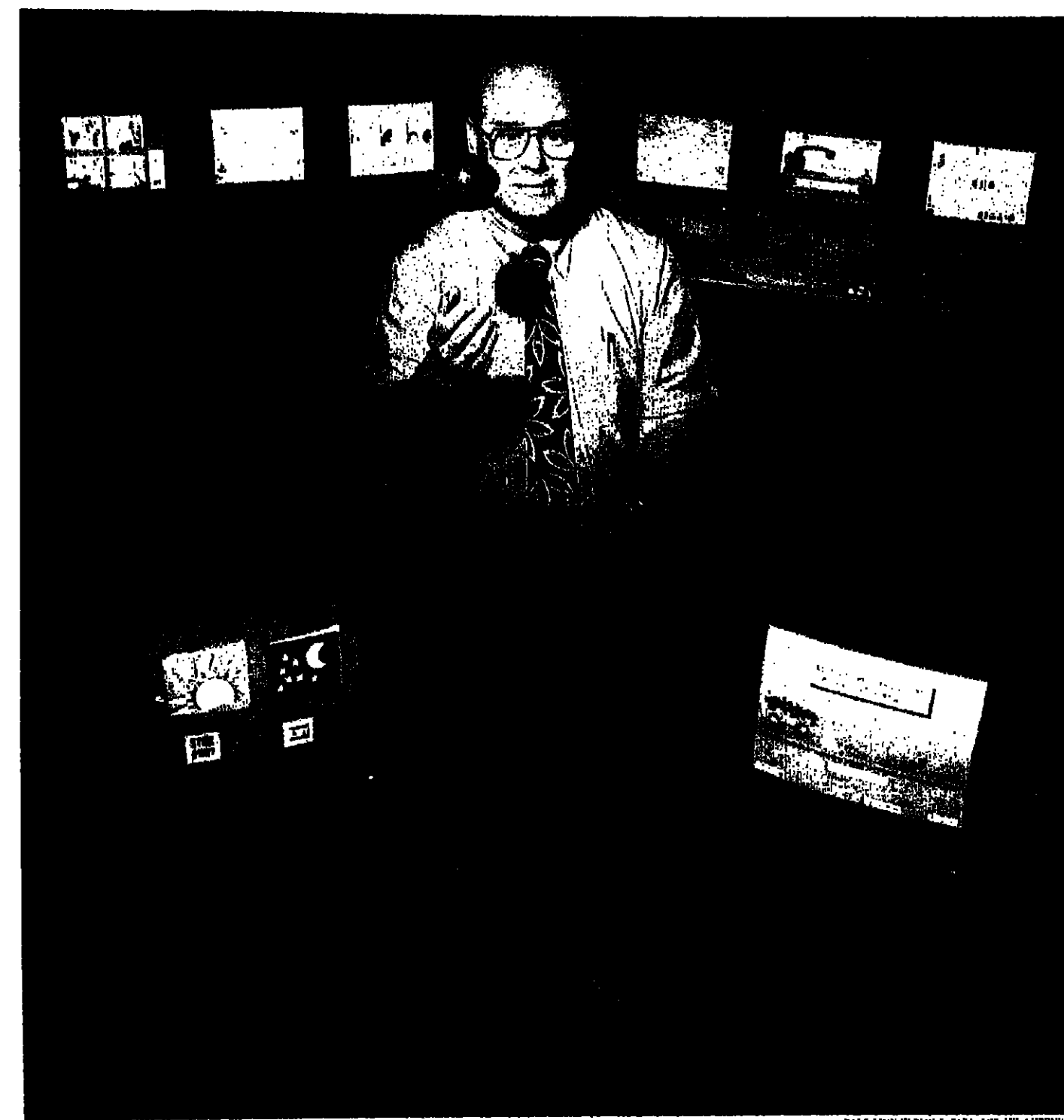
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Information Technology



Thomas F. Ryan: "Our major commitment is to the notion that the computer is a tool in the classroom—like chalk, like a book, like a dictionary."

NORMAL, ILL.

TWO TEACHER EDUCATORS are putting the finishing touches on a software package they have developed to help deaf children learn to lip read.

The multimedia package, called "Read My Lips," will let the children read a story about dinosaurs and see a full-motion video on a computer screen. When the students see words they don't know, they can press a key to call up an image of an instructor demonstrating the correct pronunciation.

That project is just one example of the work under way with computers at the Illinois State University's College of Education. Over the past few years, the college has taken steps to make sure that the 800 prospective teachers it graduates each year are able to plan lessons that use computers.

"Our major commitment is to the notion that the computer is a tool in the classroom—like chalk, like a book, like a dictionary," says Thomas F. Ryan, the college's dean.

Increasingly, America's schools are
Continued on Following Page

Teachers' Use of Computers Stressed by Education College

Graduates of program at Illinois State U. are expected to know how to apply technology in their lesson planning

By Julie L. Nicklin

Harvard University's school of government is creating a data base for current research on policy issues stemming from electronic networks and information in digital form.

The data base, a project of the Science, Technology, and Public Policy Program, will include abstracts on the National Research and Education Network, the Internet, and network security, as well as on electronic publishing, intellectual property, and access to government information.

Brian Kahin, director of the project, says he is looking for concise descriptions of research in progress that will help policy makers better understand issues.

For more information, contact Mr. Kahin, Information Infrastructure Project, John F. Kennedy School of Government, Harvard University, 79 John F. Kennedy Street, Cambridge, Mass. 02138; (617) 495-8903; GOWLLAND@HUSC8.HARVARD.EDU.

THIS ISN'T 'STAR WARS'

Flying Robots Fail to Take Off, but Maybe That Wasn't the Point

By DAVID L. WILSON

ATLANTA People came to the Aerial Robotics Competition at the Georgia Institute of Technology's football stadium here expecting to see flying robots built by 15 teams from colleges and universities.

But most of the teams never got their robots off the ground.

The teams were supposed to build robots, most of which looked like small helicopters, that could fly without human intervention. Instead of a person at the controls, computers were supposed to keep the craft aloft and guide them on their missions.

But as spectators waited in 90 degree heat, one robot after another either failed to get off the ground or could be operated only by pilots using remote controls. Some of the most unusual designs, including a blimp from San Diego State University, were brought to the competition only as exhibits, because the teams involved were unable to solve technical problems.

Only 4 Attempts

Only four of the robots even attempted autonomous flight. Observers were disappointed when those four robots, finally freed from human control, behaved like drunken, airborne food processors. Instead of locating and moving a test object, the robots wandered about the field aimlessly, dashed themselves against the AstroTurf, or simply plopped onto the football field, unable to continue.

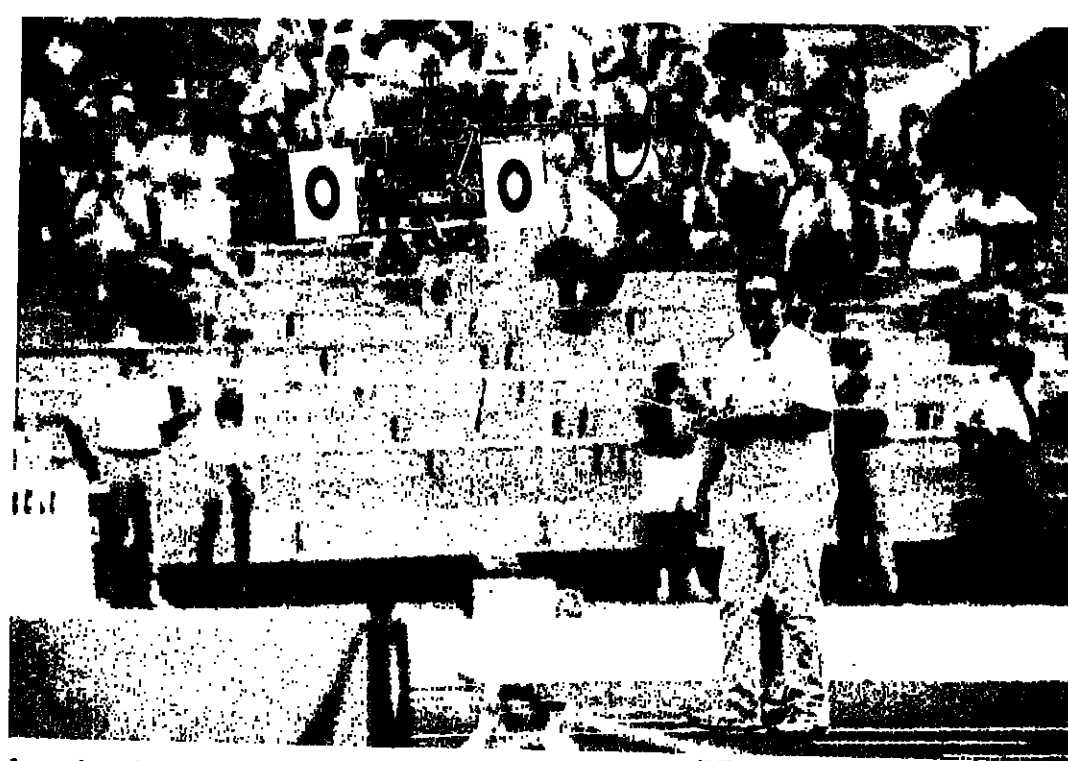
But Robert C. Michelson, a principal research engineer at Georgia Tech's Research Institute, who organized the contest, said the spectators' expectations had been skewed by Hollywood. "Everybody's seen *Star Wars*, and everybody thinks that robots are really easy to build," he said. Mr. Michelson said the teams had accomplished a great many impressive things, and although none of the robots was able to complete the assigned tasks, the competition was not a failure. "This is science," he said. "Scientists make progress by experimenting, seeing what works best, and what doesn't."

"The government, big corporations, they can't build what we've asked these students to build. It's really hard," he added.

Contest's 2nd Year

This is the second year the contest has been held, and Mr. Michelson said he was confident that next year's entrants would come closer to achieving the goals. He drew a parallel between the colleges' efforts and the challenge to achieve human-powered flight, which stood for decades before a team of researchers finally accomplished the task in 1977.

The competition is sponsored by the Association for Unmanned Vehicle Systems, where Mr. Mi-



A member of a Georgia Tech team uses a radio-control device to fly his group's entry in Aerial Robotics Competition. Efforts to perform that feat by computer proved less successful.

chelson is executive vice-president. The team scoring the most points wins \$10,000.

Computers control the robots, attempting to maintain stable flight and carry out the mission. Once airborne, some sort of navigational system and sensory devices are needed to guide the robots to a bin containing six metal disks. The metal disks—about three inches across and painted fluorescent orange—look like tiny reels used for movie film.

The robots must be able to find a disk, grab it, fly over a three-

only to find that some sort of mechanical failure prevented the craft from becoming airborne. The judges, who decided to split the \$10,000 prize among three teams, looked not only at flying capability but at a craft's volume and weight, and at the elegance and innovation of the design.

A quirk in scoring gave the best numbers to a team from Georgia Tech, whose entry, "Hula Saucer," looked a great deal like a 1950's-style electric fan mounted on a Hula-Hoop.

"That's because it really is a

ber of another team. "I really think this is a mockery of the contest," said another.

But J. Chris Thompson, an engineering researcher at Georgia Tech, insisted that his team's craft was legitimate and was under control at all times.

Prize Is Split

The three judges declined to give the full prize to Hula Saucer, citing the fact that no vehicle had accomplished the assigned tasks. Instead, they awarded \$5,000 to Hula Saucer's team. Another team from Georgia Tech was awarded \$2,000, and a team from the Southern College of Technology got \$3,000. Both teams flew craft that resembled helicopters.

Mr. Michelson said none of the five entrants in last year's competition had come close, either, but each of them got part of the \$10,000 prize.

Raymond C. Simon, who will be a senior in mechanical engineering at the University of Dayton this fall, said he was not disappointed at the poor showing made by his team's helicopter. "I learned an awful lot doing this," he said. For his entire college career, he said, he has worked largely with other mechanical engineers. This project forced him to work side by side with computer specialists, electronic engineers, and software designers. "It taught me how to work with other specialties."

That was one of the major goals of the competition, Mr. Michelson said. Next year the association will sponsor a contest for ground vehicles. The aerial robotics competition is also expected to go on, said Mr. Michelson, who does not think that the tasks assigned to teams fielding the flying robots are too difficult. "It's supposed to be hard. If it's too easy, there's not much point to it."

A Mockery

The awarding of the top score to Hula Saucer brought forth some not-so-sportsmanlike comments from fellow competitors. The craft was launched in the direction of the first bin and crashed nearby, giving little evidence of any control whatsoever. "I guess if I throw a rock up in the air and it lands in the bin, that's autonomous flight," said a mem-

Information Technology

Program Expects Teachers to Learn Use of Computers

Continued From Preceding Page pressing education programs to produce elementary- and secondary-school teachers who can use computers as teaching tools. More than 95 per cent of the nation's public schools now have one or more computers, according to a report by the Office of Technology Assessment. School-reform movements emphasize the importance of technology in instruction. And computers are common in a growing number of homes.

Lagging Teachers

Yet many teacher-training programs produce graduates who are less proficient with technology than their future students, some teacher educators say.

David G. Imig, executive director of the American Association of Colleges for Teacher Education, says roughly 20 per cent of the nation's teacher-training programs are on the cutting edge of technology. About 60 per cent offer one or two courses that introduce students to technology or concentrate its use in a few areas, he says, while the remaining 20 per cent have not taken the first steps.

Illinois State is one of a small number of institutions that are trying to weave technology throughout teacher-education administration, course work, and research projects.

"That's a stage beyond where most people are," says Jerry Willis, a professor of instructional technology at the University of Houston, who heads the Society for Technology and Teacher Education. "A lot of education schools are just dealing with computer literacy."

In March the society, which is a division of the Association for the Advancement of Computing in Education, gave Illinois State a national award for "Best Integration of Technology Into a College of Education."

Many teacher educators fear that if technology is not taught, or is just taught in a few courses, students will see it in isolation. Blending technology throughout the curriculum, they say, lets prospective teachers see that computers can become an everyday teaching aid.

"We are really struggling with that," says Mr. Imig. "It is absolutely essential, because that is what prospective teachers are going to have to do in schools."

Cost and Reluctance

So far, teacher-education programs have had varying degrees of success in integrating technology into their curricula. Many programs cannot afford the equipment that would let them make technology a priority. And some professors are reluctant to use computers.

Illinois State is working through those problems. The College of Education began to introduce technology piecemeal into its programs in the 1970's. Since the late 1980's,

Information Technology

the International Business Machines Corporation has lent the college computer equipment valued at \$100,000 under a "Try It and Buy It" program and has donated nearly \$750,000 in hardware and software.

The center of computer activity at Illinois State today is Room 532 in DeGarmo Hall. More than 100 personal computers used by professors and administrators throughout the college are being linked to three minicomputers there to form a network. The network will let people send electronic mail and use more sophisticated software. Eventually, equipment in the college's nine computer laboratories will be on the network.

Workshops and Grants

Several administrators and professors have led the college's move into technology. To attract other supporters, the college sponsors computer workshops and awards grants of software and equipment to professors who have innovative ideas for using technology for instruction.

About 80 per cent of the college's 120 faculty members now use computers in their courses and for administrative work. The remaining 20 per cent aren't interested or don't see the need. "We ca-

selection led to a new set of choices—and so on until the conflict was resolved.

Mr. Benenson says his students had had little training on computers, other than using them as word processors, before they developed the program. But after several courses and field experiences, "they were talking like computer teachers," he says.

DeGarmo 304 houses special audiovisual equipment for research projects. Jeffrey B. Hecht, an assistant professor, uses the equipment to record the progress of a project in which 500 Chicago students are using computers in their homes to improve their academic skills.

Across the street from DeGarmo is Fairchild Hall, which has a spe-

cial-education laboratory with about 25 computers. Education students use the lab to evaluate software and to try out equipment for children with disabilities. Often the students work with children from Illinois State's two laboratory schools.

To help a child with poor muscular control, for example, some prospective teachers last year put a switch that would act as a return key into a palm-sized, cloth bag so the child could squeeze the bag to work through a program.

'We've Opened a Lot of Doors'

"My students have to think through all of this," says Ming-Gon John Lian, a professor in the Department of Specialized Education and Development. "We've

opened a lot of doors and windows for a lot of possibilities."

The college's computers are of many models, and some are out of date. Those realities, officials say, are a benefit in teacher training because many schools in which the students will eventually teach will not have the newest equipment.

"It really helps our students to see the diversity of computers," says Marygrace Surma, a coordinator of technology transfer. "Being aware of the technology and what it can do for you is more important than the computer you use."

Just a few yards from Fairchild is Metcalf Elementary, and farther down the road is University High School. Both are public institutions run by the university as lab-

oratory schools. Every Illinois State education student must log at least 100 hours of observation and experience in the local schools or the laboratory schools. Because the lab schools have computer facilities, the hours students work there are often spent with computers.

This past spring, Rita Fisher, a sixth-grade teacher at Metcalf, had seven education students working with her class on computers. Among other activities, the prospective teachers helped the students write letters, create charts, and locate points of longitude and latitude on maps. "I don't want the new teachers to be afraid of teaching with computers," says Ms. Fisher. "I want them to feel that they can give it a try."

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TECHNOLOGY UPDATE

- Primer planned to preserve Ute language
- Campus kiosks offer electronic information

A group of professors and students at the University of Colorado at Boulder have volunteered to develop a computer system to preserve the language of the Ute Indians.

William C. Miller, a lecturer in the electrical- and computer-engineering department and the group's technical adviser, says the tribe has provided audiotapes of Ute words together with their English equivalents. The volunteers are copying the tapes in digitized form into an Apple Macintosh computer and using a machine called a scanner to load images that illustrate the words. The Ute words will be linked to corresponding English words and images to create an electronic primer.

White about 90 per cent of Utes over age 55 speak their native tongue, few of those under 25 have even a limited understanding of the language, says Mr. Miller. Consequently, the language is in danger of dying out, he says. Since members of the Ute tribe have access to computers on the reservation, the system can help young people learn the language in school.

Mr. Miller and his colleagues have developed a phonetic alphabet for the Ute language and written software to enable a computer keyboard to represent those sounds.

For more information, contact Mr. Miller, 350 Hopi Place, Boulder, Colo. 80303; (303) 492-0248.

Ball State University has installed 10 electronic kiosks around the campus that offer students, faculty members, and visitors a cornucopia of information.

Robert E. Yadon, an associate professor with the Center for Information and Communication Sciences, says the kiosks—bright red boxes that contain a computer monitor—offer passers-by access to maps, university information,

and information about sporting and cultural events. "It's like an electronic almanac," he says.

The computers that operate the kiosks are housed in the campus computer center. Information flows between the computers and the kiosks through the university's campuswide fiber-optic network. The system stores information on optical disks, which give the kiosks the ability to display full-motion video clips.

"For instance, when you ask for sports scores, we display highlights from last season on the monitor," says Mr. Yadon.

Eventually, he says, the kiosks will be equipped with card readers that will let users do such things as vote in campus elections, and with printers that will give out maps, receipts, or coupons. "The kiosks aren't just built for today; they're built for tomorrow. It's a matter of moving information to people and not the other way around," Mr. Yadon says.

For more information, contact Mr. Yadon, Ball State University, 213 Ball Building, Muncie, Ind. 47306; (317) 285-1515.

—DAVID L. WILSON

Briefly Noted

■ **CD-ROM's in Print 1992**, an international directory of 3,000 compact disks from 2,600 publishers and distributors, is available from Meckler Publishing, 11 Ferry Lane West, Westport, Conn. 06880; (800) 635-5537 or (203) 226-6967. A print edition costs \$65. A CD-ROM edition costs \$95.

■ **"Ethical Use of Information Technologies in Education: Important Issues for America's Schools,"** a 33-page report on computer-related crime and unethical behavior, is available free from the National Criminal Justice Reference Service, Box 6000, Rockville, Md. 20850; (800) 851-3420 or (301) 251-5500.

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Assessment. "Performance Plus," for IBM PC and compatibles. Lets instructors collect, store, and report performance-based, student-assessment data; an Individual Education Plan with goals and objectives allows instructors to track students' progress; \$42.95; quantity discounts and site licenses available. Contact: National Computer Systems, Box 9365, Minneapolis, Minn. 55440; (800) 447-3269 or (612) 829-3000.

Computer science. "Graphic Robot Simulator, Version 2.0," for Apple Macintosh. Introduces students in beginning concepts to key robot-motion concepts; includes robot definition as a chain of links, joint and Cartesian spaces, homogeneous transformations, and programming by defining motion sequences; \$35; quantity discounts available. Contact: Intellimation, Depart-

ment GAPD, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Grades. "Professional Educator's Toolkit," for IBM PC and compatibles. Lets instructors record grades, define grading periods and scales, record class attendance, issue reports, and more; \$325. Contact: Ideasmith Software Inc., 604 North Woodlawn, Kirkwood, Mo. 63122; (314) 984-0019.

Utilities. "BioTool," for Sun systems. Lets users prepare an image for analysis and generate quantitative measurements of objects or structures present in the image; includes basic I/O capabilities and displays built-in color tables; \$1,250 per program; \$23 for documentation. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3265.

MEDICAL

Medline. "Initial Assessment and Management of the Major Burn Patient," for videodisk players used with IBM PC and compatibles. Uses images of burn patients to introduce students to the initial assessment and management of victims of major burns; \$910 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

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The antitrust trial of the Massachusetts Institute of Technology formally started last week in federal district court in Philadelphia.

The trial stemmed from a two-year investigation by the Justice Department of the Overlap Group, 23 private colleges that, prior to the probe, met annually to compare the aid packages of students admitted to more than one member institution.

The eight Ivy League members of Overlap signed a consent decree with the Justice Department, agreeing to abandon participation in the group. But MIT rejected the agreement and so must stand trial.

Bruce Pearson, a Justice Department lawyer, opened the government's case by describing the billions of dollars Overlap Group members have in their endowments and mocking the claim of Overlap institutions that they needed to cooperate to provide financial aid to their students.

"Necessity was not the mother of the Overlap Group," he said.

Thane D. Scott, MIT's lawyer, countered that the Overlap Group was "an act of charity" designed by colleges to "improve the community" by providing students with as much aid as possible.

The trial is expected to run through next week.

The man who is leading the opposition to North Carolina's efforts to regulate Bible colleges has been arrested.

Gene Norman Thompson, founder and president of the Carolina University of Theology, was charged with cheating Kentucky's unemployment insurance system of \$417. He was released on a \$1,000 bond.

The university, which occupies the fellowship hall of a Christian Baptist church, is among a handful of Bible colleges being criticized for awarding unearned degrees and offering secular programs without approval of the University of North Carolina system (*The Chronicle*, June 3).

Bible colleges are exempt from the state's licensing requirements, but they must be licensed to offer secular courses.

Mr. Thompson was arrested more than a year after his indictment for allegedly making false statements knowingly to obtain unemployment benefits over \$100. Conviction could carry a sentence of one to five years in jail.

Mr. Thompson admitted to cashing the unemployment check, but said it was a mistake. He said the money had been repaid and the case dropped. But Jim Gildersleeve, court administrator for the Warren Circuit Court in Kentucky, said that the case was still open and that Mr. Thompson would be expected to appear in court in August, when a trial date will be set.

Meanwhile, the scrutiny of Mr. Thompson's college by the North Carolina Attorney General continues.

Government & Politics

Campus 'Hate Speech' Codes in Doubt After High Court Rejects a City Ordinance

Decision bars banning specific 'fighting words'

By SCOTT JASCHIK

A Supreme Court ruling last week cast doubt on the legality of "hate speech" codes at public colleges and universities. The decision said it was unconstitutional for public entities to ban specific kinds of "fighting words" without banning all such speech.

Fighting words are forms of speech that inflict injury or incite immediate violence.

Many university speech codes are based on the legal concept that fighting words do not merit the same First Amendment protection as other forms of speech. Many codes bar fighting words that may be racist, sexist, or homophobic—specific categories of speech that the ruling would make it illegal to single out for sanctions.

Specifically, the Supreme Court overturned a St. Paul city ordinance on hate speech. Public colleges are generally held to the same standards as cities and states on matters of free speech.

Federal and state courts have granted private colleges much more leeway in regulating speech on their campuses, so last week's decision was not expected—legally—to limit speech codes at private institutions. However, some private-college officials said they wanted their codes to meet the same standards as those on public campuses, and a bill in Congress would force them to do just that. Hence, many private colleges are also expected to review their codes.

Cross Burning in St. Paul

The St. Paul law made it a misdemeanor to burn crosses or place swastikas on public or private property. In 1990 Robert A. Viktora was charged with violating the ordinance when the police say he participated in a cross burning at the home of a black family. A state district court dismissed the case on the grounds that the St. Paul law violated the right to free expression guaranteed by the First Amendment.

Last year the Minnesota Supreme Court reversed that decision, calling a cross burning "an unmistakable symbol of violence and hatred," and citing "the responsibility, even the obligation, of diverse communities to confront such notions."

The Minnesota Civil Liberties Union appealed the case to the U.S. Supreme Court on behalf of Mr. Viktora. In doing so, the group cited the growth of speech codes at colleges—a trend it called "reverse intolerance against unpopular opinion"—as one reason to strike down the St. Paul law.

Last week's Supreme Court vote against the St. Paul law was unanimous, but the

Education Agency Working on Changes in Its Management of U.S. Student Aid

By THOMAS J. DeLOUGHRY

WASHINGTON
More than a year after acknowledging serious shortcomings in its management of federal student-aid programs, the Education Department is working on reforms. But critics and agency officials agree that the process has only begun.

The department has released a plan for reorganizing its student-aid operations, hired special investigators to review loan-guarantee agencies, and sought proposals for developing a new student-loan database. But the agency continues to be plagued by revelations of how much it does not know about the 20-billion a year in federal funds and bank loans that it is supposed to manage.

The quality of the department's work will become more and more important to many colleges in the next few years as it carries out Congress's plan to bring down the 3.4-billion cost of student-loan defaults by ejecting hundreds of trade schools and colleges from the loan programs.

A 1990 law says that institutions with student-loan default rates above 35 per cent for three consecutive years should be banned from the loan programs. Each annual

rate reflects the proportion of borrowers who were due to begin repaying their loans that year who did not. This year, the department identified 179 colleges and trade schools that had exceeded the default rate for three years, and removed 138 of them from the programs.

Department officials expect to proceed against an additional 300 to 500, beginning this month, when new default rates are issued. Next year, when the cut-off rate drops to 30 per cent, as many as 2,000 institutions could be vulnerable.

Escalating Defaults

The same concerns about escalating defaults that led Congress to create the cutoff system in 1990 caused lawmakers and others to question the Education Department's management. Congressional investigators and a few newspapers reported on several cases in which unscrupulous trade-school owners had qualified for and collected millions of dollars in student grants and loans, even though they provided low-quality education that did not prepare students for jobs.

In April 1991 the Bush Administration agreed that it had not been



Sen. Tom Harkin: The plan is an example of the department's failure to keep promises of reform.



James B. Thomas, Jr.: The department can't even prevent defaulters from getting new loans.

paying enough attention to institutions that were qualifying for aid. A joint report by the Education Department and the White House Office of Management and Budget urged the department to:

- Reorganize and enlarge its student-aid office;
- Improve its oversight of guarantee agencies;
- Strengthen its rules governing state licensing, private accreditation, and federal certification of institutions that receive federal aid; and
- Upgrade its data systems and financial records.

More than 14 months later, Gerald R. Riso, Deputy Assistant Secretary for student financial assistance, acknowledged that many problems remain. "I would not want, in any way, people to think the job is done," he said in an interview last month after he announced plans to resign this month to accept a post at the Department of Housing and Urban Development.

"Some things were doable early on, some will take six to seven months, and some will take four years," he said.

Many outside observers credit officials of the department with

demonstrating more interest in cleaning up the aid programs, but the observers note that the process has only begun. "There seems to be an effort to make the trains run on time," said A. Dallas Martin, Jr., president of the National Association of Student Financial Aid Administrators. "But we think there's a lot more to be done."

Mr. Martin said department officials had become less confrontational in the last six months when they've had disputes with campus aid officers over audits or reviews of their programs. He said the officials also seemed more willing to admit that they'd made mistakes.

'More Open and Honest'

"All of these are positive signals," he said.

Mr. Riso, the Deputy Assistant Secretary, said one important improvement in the past year had been the hiring of new employees with valuable experience in finance. The student-aid office expects to add 75 people to its staff of 1,000 by the end of the year—half the number recommended in the omb report. Mr. Riso blames Congress for not providing the money to hire more people.

He credits the new staff mem-

bers' experience, his own leadership, and that of Carolyn Reid-Wallace, Assistant Secretary for postsecondary education, with making the student-aid office more confident of its abilities. In the past, he said, too many staff members had come to view themselves as "victims" of the problems in the aid programs.

"What these folks needed was some stability and some sense of 'Here's the job and now go ahead and do it and I'll back you,'" he said.

Mr. Riso said the department's hiring of special investigators to assess the health of guarantee agencies, and his closer contact with agency heads, had given him more confidence in the student-loan system. "We have dramatically improved our capacity to monitor the performance of guarantee agencies," he said, adding that he would give the guarantee-agency system a 9 on a scale of 1 to 10, up from a 7 one year ago.

He added that the department had also complied with several other recommendations by sending Congress suggestions on how to tighten the system of licensing colleges and trade schools.

OMB's recommendation that the



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WASHINGTON ALMANAC

In Federal Agencies

Adult education. The Education Department has issued final regulations that amend existing regulations governing adult education and literacy programs (*Federal Register*, June 5, Pages 24,084-109).

Coal research. The Energy Department has proposed rules to revise or eliminate certain programs in the Office of Fossil Energy, including the University Coal Research Laboratory Program. Comments must be received by July 20 (*Federal Register*, June 19, Pages 27,395-57).

Disabled workers. The Education Department has issued final regulations to amend the State Supported Employment Services Program, which governs education and vocational rehabilitation programs for people with disabilities (*Federal Register*, June 24, Pages 28,432-42).

Energy research. The Energy Department has proposed rules to clarify policies for grant awards in the Special Research Grants Program. Comments must be received by July

24 (*Federal Register*, June 24, Pages 28,137-42).

Foreign periodicals. The Education Department has issued final regulations to govern the Foreign Periodicals Program, a part of the Higher Education Act that awards grants to colleges and universities to acquire and preserve periodicals published outside the United States (*Federal Register*, June 12, Pages 24,553-57).

Veterans' benefits. The Veterans Affairs Department has issued a final rule requiring veterans receiving payments for education through Dependents' Educational Assistance to submit monthly verifications of continued enrollment (*Federal Register*, June 9, Pages 24,366-67).

Veterans' benefits. The Veterans Affairs Department has issued a final rule that would allow veterans to submit their monthly verifications of enrollment in an educational institution by telephone, rather than on paper (*Federal Register*, June 9, Pages 24,367-68).

Veterans' benefits. The Veterans Affairs Department has proposed a rule that would require employers

training veterans under the Veterans' Job Training Act to certify, no later than September 30, 1993, the number of hours worked by the employees. Comments must be received by July 9 (*Federal Register*, June 9, Page 24,447.)

New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Agricultural education. H.R. 5345 would make community colleges eligible to participate in a competitive federal grant program for food- and agricultural-sciences education. By Representative Hughes (D-N.J.).

Biomedical research. H.R. 5381 would authorize the establishment of five centers for research into health concerns of middle-aged women. By Representative Lloyd (D-Tenn.) and seven others.

Section 2

July 1, 1992

Why Do Academics Continue to Insist on 'Proper' English?

By Dennis Baron

BECAUSE I'm the only linguist in my English department and since I deliver regular pronouncements on the state of the English language for the local public-radio affiliate, I catch most of the questions and complaints about grammar called in to the English department by university employees, concerned citizens, and the occasional state legislative aide. Most of their queries have to do with placement of commas, capitalization, or the proper use of *that* and *which*. Those are not momentous issues, but they are important to the callers.

Recently I fielded a call from a senior editor at a university press who wanted to know why her secretaries couldn't or wouldn't use proper English when they spoke on the telephone. What especially irked her was their insistence on saying "they was." The editor was alarmed that they were not learning correct English in high school.

The editor's concern about her secretaries' use of language makes me wonder why diversity in English remains so unacceptable in this era of "political correctness" in academe. My caller's reaction to "they was" and other examples of what is generally diagnosed as non-standard English is not surprising, but it seems inconsistent with other liberal attitudes.

For example, the university press for which the editor works, like many other presses, publishes its share of books concerning politically correct and culturally diverse topics. But few of those works deal explicitly with linguistic variety and language change. Had the editor known anything about sociolinguistics, the study of the ways gender, class, and other social variables affect use of language and attitudes toward it, she might have understood her secretaries' reluctance or their inability to use standard English on the telephone.

From a background in which it is considered impersonal or rude. Furthermore, I'd guess they have little incentive to change their way of speech: Using "proper" English would not improve their job status or their pay, and they would probably feel uncomfortably pretentious. But my concern is not so much why the secretaries speak as they do or how to change their behavior, but rather why this kind of language use so annoys their boss.

Why is linguistic diversity not one of the

Continued on Following Page



WASHINGTON UPDATE

- Veto prevails over bill to lift fetal-tissue ban
- New limit begins on indirect research costs

A ban on federal support of fetal-tissue-transplant research using tissue from induced abortions will continue—for at least a year.

The House of Representatives failed last week to override President Bush's veto of a bill that would have lifted the ban.

According to a Senate source, both the House and Senate will soon consider new bills that would lift the ban in a year if the President's proposed fetal-tissue bank failed to deliver adequate supplies of tissue to researchers.

The President has ordered the National Institutes of Health to create a grant program to set up banks for fetal tissue from ectopic pregnancies and miscarriages.

Many researchers question the feasibility of the banks. They say that tissue from those sources is extremely difficult to procure and is often genetically abnormal.

The provision to lift the ban was included in a bill that would reauthorize parts of the National Institutes of Health for five years.

Overturning the moratorium has been a major goal of biomedical researchers, who say that transplanting tissue from abortions could be important in developing treatments for many afflictions.

Mr. Bush said in a statement that using the tissue for transplantation research was "inconsistent with our nation's deeply held beliefs."

—STEPHEN BURD

A federal limit on the rate that universities can charge the

government for administrative-overhead expenses takes effect this week for many colleges and universities.

Federal officials have estimated that the change will reduce the payments some major universities receive for the overhead costs of federally-financed research, at least in the short run, by a total of as much as \$80- to \$100-million.

The new policy prohibits universities from charging a rate above 26 per cent for the administrative portion of overhead costs. That's close to the average rate for major institutions, according to the White House Office of Management and Budget.

The change takes effect at the beginning of each university's new fiscal year, which is this month for many institutions.

More than half of the top 100 recipients of federal research and development money will lose overhead payments under the new policy, because they had negotiated higher rates than that with the government in the past, based on their calculations of their actual costs.

The University of Michigan, for example, would be one of the biggest losers.

Its administrative rate has been about 34.5 per cent. The new limit would reduce its overhead reimbursements by about \$8.5-million in the coming year.

A rate of 26 per cent will mean universities can charge no more than 26 cents in administrative overhead for any dollar they receive for the direct costs of research.

—COLLEEN CORDS

Why Do Colleges Continue to Insist on 'Proper' English?

Continued From Preceding Page

diversities that academe has chosen to honor as it continues to broaden its curricula and perspectives? Educators (and editors) frequently categorize people who say "they was" or "she don't" as linguistically impoverished, socially deprived, educationally backward, and only marginally employable. But of course this isn't necessarily so. I know lots of people who use these stigmatized forms of English who make more money than most academics.

Even as we celebrate cultural difference in American history, society, and literature, we fear and reject diversity in the American language, where "correctness" and standardization remain the academic goals. It's fine to explode the canon and rewrite the syllabus in the name of cultural pluralism or to restructure the classroom to accommodate the different learning styles of students. It's even acceptable now in most disciplines to "rewrite" stan-

dard English to make it more fair in matters of race, gender, age, and ethnicity. But it still borders on the unethical to allow students to practice linguistic diversity unchecked. Let's face it: Most English instructors believe that failing to enforce language standards could cost them their jobs.

NOT TO WORRY, THOUGH: Despite their minimal training in grammar and the usage and history of language, most English teachers want to do the task of serving as language police. Even the most politically enlightened literature instructors join their more conservative counterparts in complaining about students' poor command of English. By this they usually mean not an inability to reason cogently or marshal evidence in an argument, but poor spelling, apparently random punctuation, inappropriate diction and idiom, limited vocabulary, and incon-

sistent application of standard conventions for writing footnotes.

Although students have certain academic rights, language rights are not among them. And while instructors now think twice about denying the validity or value of the personal histories that students bring with them to class, deconstructionists—who encourage a playfulness with language—draw the line at solecism that is not self-reflexively ironic. Even radical Marxists and Freudians don't hesitate to invalidate the language that students use to express their highly personal and culturally diverse experiences.

Furthermore, many otherwise enlightened instructors still insist that three spelling errors or a slip in grammatical agreement means a failing paper. Red ink remains the rule, not the exception, the rationale most often being that non-standard language gets in the way of logic and argumentation. But that is true only if readers and listeners let it be true.

For example, in language as well as in mathematics, double negatives form positives only in certain limited instances. A "not unkind remark" is almost—but often not quite—a kind one. It is true that multiplying two negative numbers results in a positive one. However, when you add two negative numbers the result is an even greater negative. Similarly, in most cases multiple negation serves as an intensifier. "They don't like no grammarians," while non-standard, cannot normally be interpreted as a positive. Also, its meaning is not unclear.

Putting it bluntly, upon close examina-

tion through the inappropriate splitting of atoms, not infinitives; through international discord, not subject-verb disagreements.

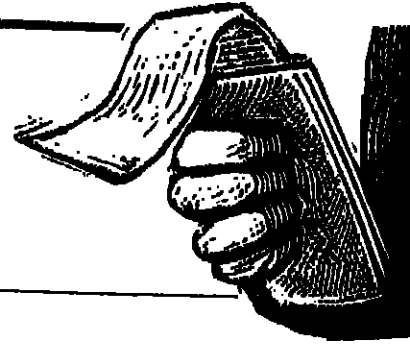
Nonetheless, "they was," "ain't," double negatives, and similarly stigmatized constructions continue to evoke negative responses and cause concern. And just as predictably, people continue their non-standard usage; language doesn't readily change in response to top-down strictures. If it did, teachers and editors wouldn't have to keep repeating themselves.

WHEN I RECALL the linguist James Sledd's assertion some years ago that not everyone might find standard English as attractive as academics seem to, I wonder whether education ought to involve enforcement of language standards at all. Not because I have anything against standard English: The existence of standards and the debate that surrounds them are as natural as the existence of linguistic diversity. My point is that standards and diversity are essential and both need the attention of the academy.

Ironically, the enforcement of language standards frequently tends to backfire, producing diversity where uniformity was intended. Students, convinced that the words that they normally want to use are probably wrong, make new mistakes as they try to avoid their instructors' censure. This in turn increases the case load of the language police.

Even so, I doubt that language diversity will become politically correct in academe in the near future. English teachers cling tenaciously to the gatekeeping function served by the proper use of language. Further, when queried, most parents, whatever variety of language they use, want their children to learn "good" English (or

"Upon close examination standard English is a myth or, at best, an imperfect and vague set of rules of etiquette."



tion standard English is a myth or, at best, an imperfect and vague set of rules of etiquette that many of us try to follow in our own haphazard way. The truth is that language varies, whether we like it or not. Not only does English usage vary at the offices of a Midwestern university press, but it also varies in the United States, in other English-speaking countries, and in the rest of the world where English serves as a lingua franca. Recognizing this diversity, many language experts have begun to speak not of World English but of World Englishes. That is all the more reason to respect linguistic diversity; to treat it as the expected, not the exception.

The use of non-standard English is often incorrectly linked to a decline in intellectual standards. Unbending supporters of standard English insist that without enforced measures of correctness, language will decay, communication will break down, and civilization as we know it will disappear. Literacy, already imperiled, will deteriorate even further. And scores on standardized tests will plummet.

But, although warnings that linguistic diversity will produce cultural decay have been bandied about for centuries now, variety in language is a sign of health rather than disease. Language dies not when it is misused, but when it is silenced. It is more likely that English will meet its end

French or Spanish or Japanese) in school. And people still carry with them the notion that in matters of language, there is just one right way of speaking and writing. So strong is linguistic insecurity that when I ask my students—who have been practicing their language skills for 18 to 30 or more years—whether they feel they use language well, most say no, they could do better.

So, what advice did I give my caller, who wanted her employees to use standard language? Although I'm not sure that a behavioral approach to language change would help, my advice to the editor was to call her secretaries assistant editors.

Since language generally conforms itself to situation and because "editor" carries more formality and prestige than "secretary," perhaps a title change would elicit the desired linguistic response. That would probably work, though, only if the named editors also took on editorial responsibilities. What I am sure of is that as difficult as it is to turn "they was" into "they were," it is just as difficult to convince teachers and editors that subject-verb discord is not pathological.

Dennis Baron is professor of English and linguistics and director of freshman rhetoric at the University of Illinois at Urbana-Champaign.

OPINION

OPINION

LETTERS TO THE EDITOR

Treating Scholarly Articles as Valuable Commodities

To THE EDITOR:

"Scholarly Articles: Valuable Commodities for Universities," by Scott Bennett and Nina Matheson (Opinion, May 27), involves a host of problems. Should universities collect part of the consulting fees of their faculties?

Should universities claim the Nobel-prize money of their faculty members? Should the earnings of faculty and administrators from corporate-board memberships be paid to the university?

In "managing" copyrights on faculty writing, might universities encourage faculty to write only on "hot" or newsworthy topics where there is money to be garnered? Would research become journalism? Would quotas have to be filled annually? Managing may not be always in the faculty's interest.

Experience suggests that scholarly journals in the social sciences exercise great liberality in their policies on permission to reprint. The *American Journal of Economics and Sociology* invariably gives permission to authors to reprint for class use, and in most other cases as well, especially those that involve non-profit institutions and organizations.

Not all faculty are gifted authors. Some are not writing in their native language. Many have great difficulties in preparing proper "camera ready" copy. Co-authors may leave much needed tidying up to each other—in other words, undone. The *Chronicle* article contains no acknowledgment of the amount of work and skill put into "scholarly contributions" by the staffs of the journals, which might be a justification of some small earnings being due them. There is great variation in the amount of rewriting journals do, but what they do is vital to the production of the articles printed.

Referees also significantly contribute to making an article worth publishing. This academic courtesy usually gets some acknowledgment annually in a published list in a journal. It is hoped that their employing institutions regard this as good publicity and an attestation to the high stand-

ing the referees occupy in their fields. If they are rewarded by their institutions, any costs are, perhaps, reimbursed many times over by grants, research funds, enhanced size and quality of student enrollments, and the willingness of good faculty to come and to stay at these institutions.

That these collateral benefits are understood by universities is shown by their willingness to provide secretarial help, space, equipment, and supplies to resident journals, and released time to their editors.

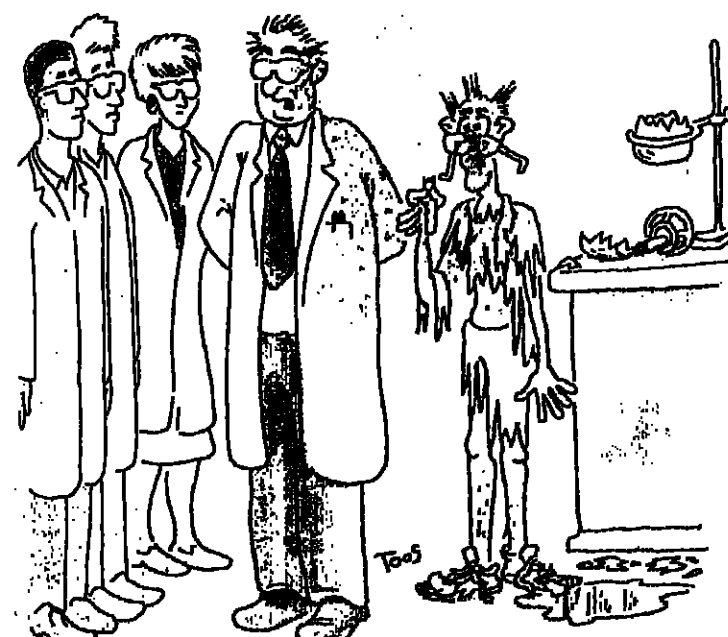
It is rare, but some authors covet, or in the innocence of youth, make multiple submissions, or try to



engage in duplicative publication of essentially the same material. Journal editors need the copyrights in order to know they are getting new material. They do not want to waste space and time, nor to be told by another publisher that they have violated a previous copyright on the same material.

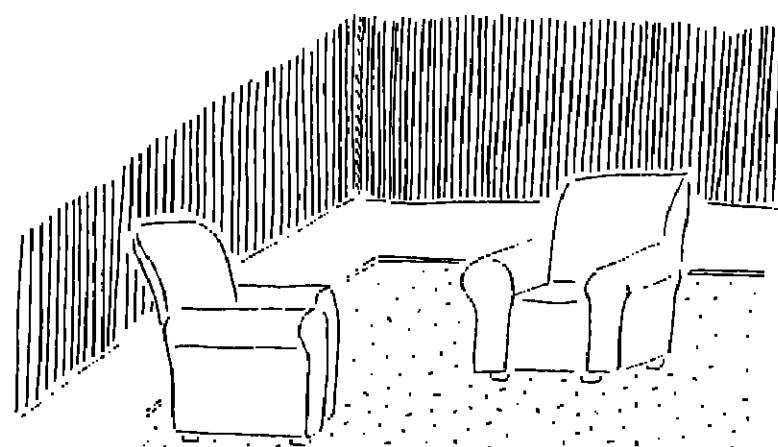
Furthermore, the suggestion that decreasing the number of library subscriptions to journals (particularly non-profit and even subsidized ones) does not seem like a good way to increase the production and dissemination of knowledge. Facilities benefit from the existence of journals and they, in turn, need subscription income.

In many cases the earnings of the



"Class, who can tell me what Mr. Billingsley did wrong in addition to majoring in this discipline?"

ACADEMIC AFFAIRS



THE CHAIR OF PHILOSOPHY CORNERS
THE CHAIR OF THE SCIENCES

To THE EDITOR:

In their essay, . . . Scott Bennett and Nina Matheson misinterpret current copyright law. Scholarly articles produced by individual faculty members cannot be considered work made for hire. Under Section 101 of the Copyright Act of 1976, a work can only be considered as made for hire under one of two conditions: (1) a work prepared by an employee within the scope of his or her employment, and (2) a specially commissioned work within a specified list of categories.

Most scholarly articles by professors will fit neither definition. Universities typically do not commission a professor to write a particular article, nor do scholarly articles normally fit within the specified categories required for made-for-hire designation as a commissioned work. Similarly, the articles are not written within the scope of employment, as the U.S. Supreme Court has defined it.

With the typical scholarly article, the professor conceives of, researches, writes, and markets the work without any involvement by the school, except for the fact that the professor may utilize certain university facilities such as the library or computer center. Such use alone is not enough to designate the work as made for hire. While each publication may reflect on the general quality of the professor's scholarship for promotion, tenure, and merit-pay purposes, the university exerts no control over any individual article.

What Bennett and Matheson are really suggesting is that university professors assign all their rights in their articles to the schools. While this would benefit the institutions, it would do little for the faculty. Blanket assignment of rights would result in professors' giving up control of their own work prior to their even creating it.

A far better course would be for professors to retain the right to negotiate their own deals, but to become more aware of what they are giving up when contracting with journals. Unfortunately, this does not often happen, as Bennett's and Matheson's example of the professor who could not get permission to distribute copies of his article to his students illustrates.

This example actually makes no sense under copyright law, as there is no provision in the Copyright Act to allow an author to recapture rights previously assigned away by "unpublishing" the article. Bennett and

Matheson don't mention exactly what rights this professor signed away. If he gave up all rights to the article, as is often the case, the distribution of photocopies of the professor's own typescript would amount to the same violation as a distribution of photocopies of the article from the journal. (However, a good argument could be made that both situations are allowable as fair use.)

The only way that photocopying the professor's own typescript would make a difference is if the journal's copyright extended only to the layout and other cosmetic features created by the journal rather than to the article itself. In such a scenario there would be no difference in whether the professor or the school held the copyright for the article, as the journal's copyright would still cover those features "authored" by the journal. In other words, assigning the professor's rights to the school would not have aided him at all.

If, however, the professor had kept the right to photocopy the article and distribute the copies to his students, his problem could have been avoided.

Contracts with publishers are negotiable. Faculty authors should make sure they retain whatever rights to their scholarship they feel are necessary for their teaching. This practice would require professors to become familiar with their various rights under copyright law.

ALLEN LICHTENSTEIN
Attorney-at-Law
Part-Time Instructor of Communication
University of Nevada at Las Vegas
Las Vegas, Nev.

Lincoln U. denies link between testimony, 'gift'

To THE EDITOR:

I am writing in reference to your June 24 article on the allegation by *Black Issues* in Higher Education that Lincoln University was promised a "generous gift" in return for my testimony on behalf of Clarence Thomas for the Supreme Court ("Publication links donation to testimony," in Brief).

From the time the *Black Issues* reporter first contacted me, he seemed more intent on corroborating rumors than pursuing facts. I told him that Elena Yee was introduced to me by Armstrong Williams, whose public-relations firm had been retained by Lincoln in August 1990 to help us

identify potential donors for our capital campaign.

In the late spring of 1991, Mr. Williams first talked to me about Elena Yee, whom he introduced as an ambassador-at-large and heir to the Eli Lilly estate. In a letter to me dated June 18, 1991, before Justice Thurgood Marshall's resignation from the Supreme Court, Williams mentioned his contact with Ambassador Yee on Lincoln's behalf. My first letter to Yee, on June 28, 1991, preceded the nomination of Clarence Thomas. This simple chronology should have demonstrated that there was no connection between my support of Thomas and my contact with Elena Yee. But confronted with this evidence, *Black Issues* came up with the "theory" that a "deal" was somehow struck even before Thomas was nominated!

Neither the *Black Issues* reporter nor his "sources" at Lincoln produced one shred of evidence or information to support their fabricated story. In fact, when real-life events did not conform to the story, they just added another twist. Thus, when Ambassador Yee's gift did not materialize right after her visit to the campus, as suggested by the original version of the rumored "brokered deal," these sources claimed that Elena Yee had "disappeared," leaving me "duped." In fact, I told *Black Issues* that I met with Elena Yee in March and April 1992 and was in contact with her by telephone and by letters during the period when she supposedly had "disappeared."

It is noteworthy that the *Black Issues* reporter made no effort to get any information from the university's records during the time he was

Continued on Page B6

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

THE PURITANS and their descendants did produce a literature, and, in a few stories by Nathaniel Hawthorne, even bits of a great literature. An even better literature was created by Southern writers, from the era of Poe and Twain down to the era of Faulkner, Percy, and Welty. What both literary traditions have in common is a sense of community identity. Hawthorne did not

have to invent the moral and spiritual universe of "Young Goodman Brown" as Tolkien, for example, invented Middle Earth. Hawthorne and Faulkner were both trying to make sense of worlds that already existed, worlds with their own moral and social codes, their own aesthetic instincts. For such writers, fiction is free to be fiction, because they are writing for readers who understand their language. In such a community, the writer's task is to discover, not to create, meaning.

Good fiction . . . almost always has a moral element, even a message, if only because one cannot describe the facts of human life without passing some kind of judgment. But moral judgment concerns a community's sense of itself more than it does individual understanding. Sadly, America today has no such sense of itself; ours is a nation that has turned its back on its flesh-and-blood traditions and replaced them with a few lines, ripped out of context, of Lincoln and Jefferson.

Under these circumstances, there are no prospects for American fiction, because there is no America, no community stretching across the continent and down through the centuries that can spawn a generation of writers willing to work within (as opposed to working against) a specifically American tradition.

—Thomas Fleming, editor of *Chronicles: A Magazine of American Culture*, in the spring issue of *The Responsive Community*

THANK GOD I didn't hear about the early sex-change operations when I was growing up in America. If I had, I would have become obsessed and convinced that I was a man born into a woman's body. I ended up writing a book instead of undergoing a sex change.

—Camille Paglia, professor of humanities at the University of the Arts (Philadelphia), in the June 11-14 issue of *The European newspaper*

—Maggie Abudu, executive director of the University of Oklahoma's Southwest Center for Human Relations Studies, at its annual national conference on racial and ethnic relations in higher education

SPECIAL COLLECTION

Arctic Studies at Bowdoin



Donald B. MacMillan, Bowdoin class of 1898, accompanied Robert E. Peary on his historic expedition to the North Pole in 1909. MacMillan himself later led more than 28 Arctic expeditions.



During the 1909 expedition, Inuit used a stove invented by Robert E. Peary to melt snow. Peary boasted that the stove could produce boiling water for tea in only 10 minutes.

By Zoë Ingalls

THE POLAR BEARS are washed in an eerie green light that causes their eyes to glitter. A quick double take, and it becomes clear that the semblance of life in the creatures was supplied by a taxidermist. And the green light, it turns out, is part of a night-time security system.

The polar bears and their companions—musk oxen to the left, seals and walrus to the right—are arranged along a deep shelf that runs the width of the Peary-MacMillan Arctic Museum on the campus of Bowdoin College. They are a conspicuous part of a wide-ranging assortment of oddities and treasures that make up the college's Arctic collection: natural-history specimens, artifacts, equipment, drawings, diaries, correspondence, films, and photographs to divert museum-goers and engage scholars.

The Arctic collection is divided between Bowdoin's museum and library and is complemented—and regularly augmented—by the college's Arctic Studies Center, which promotes education and research efforts. Bowdoin College is a natural repository for a collection on the Arctic, according to Susan A. Kaplan, director of the museum and the center. Bowdoin has a history of Arctic exploration and research that began in 1860, when Paul A. Chadbourne, a professor of chemistry and natural history (and later the president of Williams College), took 20 students on a voyage along the coasts of Labrador and Greenland.

Other major expeditions followed, and the names of such natural landmarks as Bowdoin Canyon, Howdoin Harbor, and Bowdoin Bay attest to their success. But by far the most famous expedition was the 1909 attempt on the North Pole by Robert E. Peary, class of 1877. Whether Peary made it to the pole is still the subject of controversy among scholars, Ms. Kaplan says. The truth may never be known, she adds. But Peary, who made eight other Arctic expeditions, is still regarded as one of history's great explorers.

Peary's chief assistant on the 1909 expedition was Donald B. MacMillan, Bowdoin class of 1898. MacMillan himself later led more than 28 expeditions to the Arctic and, working with Richard E. Byrd, pioneered the use of aircraft in Arctic exploration.

Guiding a visitor through the museum, the curator, Gerald F. Bigelow, says that in Peary's day the pole was an exotic, tantalizing unknown: "People knew less

about the North Pole than we did about the moon in the 1960's."

After 1909, the focus shifted from reaching the pole to learning more about the unknown regions surrounding it, Ms. Kaplan says. There is still a lot to learn, and a strength of Bowdoin's Arctic collection is its value—largely unrealized—to a wide range of scholars, including ornithologists, linguists, meteorologists, and naval and film historians.

Mr. Bigelow pauses in front of a map of the Arctic—at the site of the North Pole, a minuscule American flag waves from a wooden staff the size of a toothpick. He notes that Bowdoin's collection covers Baffin Island, Ellesmere Island, Greenland, and Labrador. Also included are materials on Alaska, Canada, Iceland, and the Northwest Territories.

The museum exhibits comprise a potpourri of equipment and memorabilia associated with Peary, MacMillan, and other Arctic explorers, ranging from Peary's camera and sextant to one of the sledges used on the 1909 expedition. Also on display are a variety of early 20th-century Inuit artifacts.

Like most museums, the Peary-MacMillan displays only a small portion of its holdings. Up a series of steep, narrow stairs is a storage room where the largest, and perhaps most exciting, portion of the collection is stored: 300,000 feet of movie film, 2,300 hand-tinted glass lantern slides, and about 25,000 still photographs, covering the period from 1860 to 1991.

The motion-picture archive is closed while staff members work to conserve the rapidly deteriorating nitrate and safety films, which self-destruct with age. Unable to risk projecting the film, the curators themselves don't even know exactly what they have. But the films they have been able to conserve so far reveal images rich in material for scholars from anthropologists to zoologists.

In many cases those images are complemented by special collections—logs, journals, and correspondence of MacMillan, Robert A. Bartlett, and other explorers—only a short walk from the museum. A wildlife biologist, for example, could view Bartlett's films of wild birds and then study his journals containing "a detailed record of every single bird that flew past his vessel," Ms. Kaplan says.

The ethnographer could take advantage of the fact that, although he was not a scholar, MacMillan kept excellent records. Because of that—and his tendency to

revisit the same areas over and over again—the collection provides a window on a single area over an extended period, Mr. Bigelow says.

"We have photographs of people who worked with Peary in 1909, who MacMillan was still visiting and talking with and photographing in 1954," he says. "We have photographs of their children at different ages. We can see how their clothing changed and how the landscape changed."

MS. KAPLAN plays a videotape copy of a film taken during a 1926 voyage by Bartlett, a Canadian who was "one of the world's best ice navigators," according to Mr. Bigelow. He worked for both Peary and MacMillan and also organized and led his own expeditions.

This particular trip, to Newfoundland, Labrador, and northern Greenland, includes beautiful footage of a schooner in full sail gliding past enormous icebergs. Men standing on ice floes use long poles to push ice away from the ship and, later, open a narrow passage using sticks of dynamite.

The film also contains fascinating images of Inuit men demonstrating their hunting skills. In one scene, a hunter shows how to butcher a seal: four or five quick strokes with the knife and the blubber peels off like a heavily padded overcoat.

Ms. Kaplan, who stands next to her visitor during the film viewing, winces when it shows wild animals being mistreated or killed. "You have to look at this with historical perspective," she says at one point. "This is the era of Teddy Roosevelt going to Africa big-game hunting."

If anything reveals how different environmental sensibilities were during the age of polar exploration compared with today, it is a section of Bartlett's film that shows attempts to capture a polar bear for a zoo. Bartlett had hired a cowboy from Wyoming to lasso the bear.

He is a mythical-looking character in plaid shirt and ten-gallon hat, riding in a swaying dinghy. When we come upon him, he has managed to get three or four ropes around the bear's neck and mid-section.

He attempts to reel the bear in. The bear struggles wildly. The cowboy hangs on tight. Clawing and biting, the bear begins to climb into the boat. He is shot dead with a revolver. His body drops back into the sea and disappears from view.

Letters to the Editor

Continued From Page B3

supposedly researching this story. After I went out of my way to send him some correspondence in November 1991, I heard nothing more from him until late last month, when he called to say *Black Issues* would be publishing the story. The university counsel asked for and received assurances that *Black Issues* would meet with us before publishing the story. In preparation for that meeting, we searched our files and produced a detailed chronological record of our correspondence relating to this matter. *Black Issues* did not honor their promise to meet with us.

Regardless of whether Elena Yee ever intended to make a gift to Lincoln, or has the capacity to give in the amount her promises suggested, the personal attack on her reputation by *Black Issues* was totally unwarranted. Moreover, it is certain that the fabricated story about a "deal" can only jeopardize the university's chances of receiving a gift from her. My reasons for supporting Clarence Thomas are a matter of public record. Polls showed that the majority of African Americans also supported him, even though he was opposed by most black leaders. If *Black Issues* wanted to challenge my views on Thomas, it should have written an editorial, not an article based on conjecture instead of facts.

It is a sad day when my professional reputation can be smeared and my personal integrity impugned just because I dared to give voice to what is ironically called an "unpopular opinion," even though it was evidently shared by the majority of black people.

NIARA SUDAKASA
President
Lincoln University
Lincoln University, Pa.

Colleges' role in 'America 2000'

TO THE EDITOR:

The article by Jack Goodman, "Campus Officials Question Colleges' Role in President's School-Reform Effort" (June 10), asserts that "colleges say it is unfair for the Administration to criticize them when they have never been told exactly what their role is supposed to be" in the President's America 2000 strategy. I fully appreciate the irony of a statement suggesting that institutions of higher education are waiting for someone to tell them what to do while the remainder of the article cites examples of what they are already doing.

One of the goals for 1992 that I established for the Office of Postsecondary Education was to define the role of higher education in America 2000. As one with deep roots in the academy, and as one who has also worked in a federal agency to develop school-college collaborative programs, I am well aware of the actions that institutions of higher education have already taken to involve themselves in efforts to improve our nation's education system. As noted in the article, these commendable efforts have not slipped past our notice here in the Department of Education, although our attempts to connect them, as models, with America 2000 seem to have irked some critics.

The role of higher education in America 2000 is necessarily broad and flexible, in keeping with the overall spirit of America 2000 and in recognition that colleges and univer-

sities know best the strengths they can bring to the issue.

We have emphasized the importance of standards in higher education. When colleges and universities set and enforce high admission standards and high performance standards for faculty and students, they make clear to elementary and secondary schools that they must, in turn, set and enforce their own high standards if they are to prepare students adequately for college admission.

We have emphasized the importance of collaborative partnerships between schools and colleges as a means of sharing education expertise, resources, and information. We are well aware of many shining examples of school-college collaboration that are already in existence, and we encourage institutions of higher education throughout the country to continue to foster such relationships. We have also invited institutions of higher education to join in the research and design for the New American Schools.

We have noted the vital role that

institutions of higher education play in graduate education, in adult and continuing education, in teacher preparation, and through mentoring and tutoring programs for college students. Colleges and universities are a tremendous resource for adults who want to return to school to upgrade knowledge and skills.

We have urged institutions of higher education to participate in community activities that foster education. We have invited these institutions to make available to the community facilities, research, and expertise that promote learning activities outside the traditional classroom and after regular school hours. We have also urged all institutions of higher education to develop a vision of their role in the 21st century that transcends the immediate concerns of academia and embraces the larger role of educating America's next generation of scholars, entrepreneurs, and leaders.

Critics quoted in the article emphasized that the federal government must play a financial role in America 2000, especially with respect to teacher education. The President's

QUOTABLE

"I want us to be the generation that leads, that votes, that earns, that spends, that doesn't continue to let our parents fight our wars for us."

I AM UP HERE TODAY as a representative of my class, the class of 1992.

As the next generation posed to enter the adult world, we have been underestimated and written off by almost everyone. So if you are feeling anonymous today, you are not alone.

We belong to what is known as Generation X. I think a better name would be Generation Y—such as: Why are we so invisible?

Take, for example, the war in the Gulf. Who was this war for? Evidently, Bush and Brokaw want to herald this war as a victory and give it to the 60's generation who are still haunted by Vietnam. Yet this was a war of the 90's, not the 60's. . . . During my war, it felt like I was watching a TV show, a video game, a two-week mini-series in which some of my friends played extras. Why did a bloody war seem so sterile? Why is a war fought in our lifetime portrayed as an antidote for the lingering ills of Vietnam and not as our Vietnam? Why are we thought of as the generation that followed the 60's, or worse, not thought of at all? Why be a voyeur when you can be a vision-ary?

My friends and I went to see Oliver Stone's *JFK*. On the ride home, we talked about Kennedy as we listened to "Classic Hits" on the radio. In the news the next day, Bill Clinton, our Democratic nominee for President, was questioned about passing a joint and about his evasion from the Vietnam draft. Nobody asked him about crack. About the Gulf war. Nobody asked him about us, a generation who has inherited the problems of the 60's and who needs some new heroes.

In May people in Los Angeles were still fighting the Watts riots of 1965 because, as they are saying, nothing has changed. Oprah Winfrey did a show on the riots and showed clips of Martin Luther King for inspiration. Why throw it backwards, Oprah? Was King the last black hero? Was Kennedy the last great President? Why treat these problems with the same rhetoric that didn't

solve them 30 years ago? And around here, in the Pioneer Valley, a lot of people have been trying to keep the 60's alive by staging protests that are more sentimental in nature than progressive. If you think progress ended with the 60's, then you're not progressive.

There are two groups I want to address today. The giant class of '92 and them—the people who came out of the 60's.

To them I say: Congratulations. You have given us human-rights awareness, environmentalism, and the recent closure of the cold war. *Not bad*. You have given us Martin Luther King and John Kennedy. You were asked what you could do for your country and now, as successors to all of that success, we are wondering what our country can do for us now that the great leaders have had their day. The offerings are slim. But, wait. Offerings? Nobody offered my parents anything. Perhaps I am the problem—this feeling of entitlement. What makes me think that I deserve a good life just because it is what I am used to; maybe that's all wrong. Who do I think I am?

I'LL TELL YOU. I am the baby of baby boomers, the offspring of the sexual revolution; a member of an entirely new generation that has emerged but has yet to be recognized.

Studying at a big school, I have learned how to fight for recognition. I and my classmates are therefore equipped for the fight against an undertow in cultural politics, as the hippies turned yuppies turned major market-share manifest their mid-life yearning for the good old days in a recycling effort that goes way beyond paper and cans. They're recycling our culture and that can only make us, you and me and all the other classes of '92, feel smaller and more insignificant—as the generation that followed.

Instead, I want us to be the generation that leads, that votes, that earns, that spends, that doesn't continue to let our par-

ents fight our wars for us. What do you want?

There is someone who was a hero in the 60's that I now want to introduce to the 90's, Henry David Thoreau.

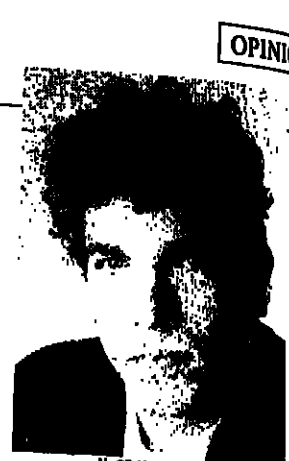
In his essay "Civil Disobedience," he wrote that when an acorn and a chestnut fall side by side in the forest, they both grow until one tree reaches a height that creates a shadow over the other. The tree in darkness withers and dies, "and so a man," writes Thoreau. We are living in that shadow. The 60's have eclipsed the 90's.

Class of '92, it's time to take our place in the sun. Thank you, Henry, but we are not trees, we can uproot ourselves from the past and move on. Vice-President Quayle, you were told that you are "no Jack Kennedy," and neither am I. Let me tell you why.

WE CANNOT TURN to sex and drugs as they did in the 60's; AIDS has made that decision. We cannot look at our government in the same way; Watergate, the S & L crisis, the Reagan deficit, all have made that decision. We could not grow up without the fear of being blown up; nuclear weapons made that decision. Global warming is making long-term decisions for us. It is time we became part of the decision-making process.

Our parents conceived us, but let's not let them continue to conceive the future for us. . . . Today, we're out of here, and from now on, we must answer our own questions—not by looking over our shoulder, but by looking in the mirror. If you are looking for heroes, Reverend King would tell you to love yourself. President Kennedy would tell you to look in the present. . . . Together we have the power to make the last decade of this century the best one yet. We are going to break this invisible spell. . . .

—Nicholas W. Nyhan,
graduating senior,
in a commencement speech
at the University of Massachusetts
at Amherst.



OPINION

July 1, 1992

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July 15	Monday, July 6, 2:00 p.m.
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Louisiana 7, 11-13, 16, 18, 26, 30, 37	Tennessee 7, 12-16, 19, 21, 24, 27, 29, 32, 33, 36, 39
Maine 21, 22, 27	Texas 9, 11-13, 25, 26, 32, 35
Massachusetts 7, 15, 17, 18, 20, 22, 25, 26, 28, 29, 33, 34, 37	Utah 10, 15, 25, 29, 31
Michigan 13, 14, 16-19, 21, 22, 26, 27, 29, 31, 32, 35, 37, 38, 39	Vermont 27
Minnesota 11, 23, 31, 35, 36	Virginia 8, 14-17, 19, 25, 33-35, 38
	Washington 14, 20, 27, 28, 30, 35
	West Virginia 7, 8, 12, 13, 30, 34, 37, 38
	Wisconsin 12, 28, 30
	Wyoming 12

DEAN APPOINTMENTS



Dean of Arts Ref. No. 92/39
Dean of Education Ref. No. 92/40
Dean of Health and Behavioural Sciences Ref. No. 92/41
Dean of Management Ref. No. 92/42
Dean of Science and Technology Ref. No. 92/43

Deakin University is a major Australian University providing a wide range of teaching, research, consultancy and other programs across five campuses in the State of Victoria. Three campuses are located in the eastern suburbs of Melbourne, one in Geelong and one in Warrnambool. The University is an internationally regarded distance education provider and has a significant commitment to on and off-campus modes of course delivery.

Deakin has completed a major restructuring of its academic activities and has created five new, multi-campus faculties, each with a graduate school and five other academic and professional schools.

The Dean will provide academic leadership to the faculty, play a key role in the strategic academic planning and development of the faculty and the University and be responsible for the administration of an integrated, five-campus faculty structure. The Dean will report directly to the Vice-Chancellor.

The Dean must be a scholar of national and international distinction, be able to demonstrate a commitment to innovative modes of on and off-campus teaching and be able to take advantage of the opportunities presented by a five-campus University.

The Dean will be appointed for an initial period of five years with the possibility of a further appointment of five years. The Dean will also hold a continuing chair in one of the academic areas within the faculty.

An appropriate remuneration package is offered, including superannuation and a fully-maintained vehicle.

Intending applicants may obtain an information package from the Director, Personnel, Mr Peter Waterspoon 81 62 27 1176 - Fax No 81 62 27 2024. Confidential enquiries should be directed to the Vice-Chancellor, Professor John Hay, on 81 62 27 1147.

Applications, quoting the relevant reference number and including a full curriculum vitae and the names and addresses of three referees, should be forwarded to the Director, Personnel, Deakin University, Geelong, Victoria, Australia 3217, no later than 28 August, 1992.

The University reserves the right to make no appointment or appoint by invitation at any time.

Equal Opportunity is University Policy.

AK19353

NORTHEAST MISSOURI STATE UNIVERSITY

is seeking applications for
Psychologist

Northeast Missouri State University announces the opening of the Counseling Center and invites applications for a staff psychologist position.

Responsibilities include short-term individual and group counseling, outreach programming, crisis intervention, and consultation.

Qualifications: Ph.D. in counseling/clinical psychology preferred and experience with college population required; expertise in one or more of the following areas: substance abuse, sexuality and relationships, sexual assault or eating disorders. Candidates must also possess a strong commitment to the development and welfare of students.

Nine-month appointment with competitive salary/benefits starting mid-August 1992. Send application letter, vita, three letters of reference and official transcripts to:

Clydia Case, Ph.D.
 Counseling Center Director
 McClain Hall 101, NMSU
 Kirksville, Missouri 63501

Search will remain open until positions are filled.

Northeast Missouri State University
 An Equal Opportunity Employer

College of Business Administration
Finance and General Business

Faculty Position
 Applications are invited for the position of Assistant Professor of Business Law, Finance and General Business Department, College of Business Administration, Southwest Missouri State University. The position is based on a contract with a probationary status for one year from August 1, 1992.

D. and master's degree in business administration or accounting are required; however, a Ph.D. degree will be considered. Evidence of satisfactory progress toward completion of the appropriate master's degree within the next three years is essential. Candidates should submit a curriculum vitae, a list of references, and a statement of research interests. Research efforts, experience in the role of university counsel with emphasis on the law, and a statement of Missouri law preferred.

Responsibilities of this position are split and include: (1) teaching law and credit hours per semester; (2) administrative duties in the law and (3) providing legal counsel to the university administration on day-to-day operating activities.

Rank and Salary:
 Assistant Professor salary competitive and dependent upon experience and qualifications. The College and the Department.

SMMSU has over 20,000 students. The College of Business Administration has 4,000 undergraduates and 200 graduate-level students. The Finance and General Business Department is one of the departments in the College with 27 full-time faculty members and approximately 1,000 undergraduates. The department offers a B.S. degree with majors in Finance, Insurance, Real Estate, General Business and MBA with a concentration in Finance. Additional programs are in development for both the graduate and undergraduate levels.

The University is located in Springfield, the third largest city in Missouri, with a metropolitan population of over 250,000. Springfield and southwest Missouri are among the fastest growing areas in the region.

Applications
 Closing of applications will begin on July 1 and continue until the position is filled. Send letter of application, curriculum vitae, official transcripts and letters of recommendation to: Dr. George Swales, Chair, Department of Finance and General Business, Southwest Missouri State University, Springfield, MO 65804-0044; phone 417-831-3544

SMMSU is an Affirmative Action, Equal Opportunity Employer.

UNIVERSITY OF NATAL
Department of English

Closing date: 14 August 1992
 Applications are invited from suitably qualified persons for the post of Professor or Senior Lecturer, the successful candidate should either be a specialist in African and South African literature, or should have an interdisciplinary background in the field of postcolonialism and/or postmodernism.

Applicants should indicate clearly whether they wish to be considered for the professorship, the senior lecturership, or both.

The salary offered will be determined according to the qualifications and/or experience of the successful applicant.

Application forms, are obtainable from the Office of Human Resources, University of Natal, P.O. Box 360, Durban 4001. Tel: (031) 362-5805. Fax: (031) 362-0785. Or The University of Natal, Personnel Section, P.O. Box 375, Pietermaritzburg 3200, South Africa, telephone (027-331) 95-6752. Fax (027-331) 95-6699.

 The salary offered will be determined according to the qualifications and/or experience of the successful applicant.

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ACADEMIC EXCELLENCE
GEORGIA SOUTHERN UNIVERSITY

Georgia Southern University, a unit of the University System of Georgia, was founded in 1908 and became a regional university on July 1, 1990. The 457-acre campus is located in Statesboro, a community of approximately 30,000 residents, 50 miles northwest of historic Savannah and 200 miles southeast of Atlanta. Georgia Southern is the only public university in the southern half of the state, providing a full range of educational, cultural and athletic activities for the region. More than doubling its enrollment since 1984, Georgia Southern University attracts over 13,000 students from 48 states and 47 countries. The university is distinguished as the fastest-growing university in the United States. This rapid expansion has resulted in the addition of 25 new degree programs in 77 major fields of study. 13 master's degree programs and an Education Specialist degree with 15 majors. Georgia Southern offers selected graduate programs in Savannah in affiliation with Armstrong State College and Savannah State College. The Department of Communication Arts at Georgia Southern University invites applications for two temporary positions: one in Media and the other in Speech Communication.

The applicant for the media position will be expected to have a broad background in media with the ability to teach Introduction to Mass Communication, as well as basic courses in Broadcast Production, Journalism Writing and Editing, and Public Relations. The applicant for the speech position will be expected to have a broad background in speech with the ability to teach Fundamentals of Public Speaking, Introduction to Human Communication and possibly one or two other lower division courses as needed. M.A. required by September 1, 1992.

Applicants for both positions dependent upon qualifications. Rank and salary for both positions dependent upon qualifications.

Appointment will begin September 1, 1992. Send letter of application, vita, and at least three current letters of reference to: Dr. David Addington, Chair, Communication Arts Department, LSH 8091, Georgia Southern University, Statesboro, GA 30460. Applications received after July 15, 1992. The names of applicants and nominees, résumés and other general non-evaluative information are subject to public inspection under the Georgia Open Records Act. Georgia Southern University is a unit of the University System of Georgia and an Affirmative Action, Equal Opportunity institution.

 The salary offered will be determined according to the qualifications and/or experience of the successful applicant.

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DEPARTMENT OF MANAGEMENT AND MARKETING
DEPARTMENT HEAD

Joseph M. Bryan School of Business and Economics
The University of North Carolina at Greensboro

The Hurl provides academic leadership for sixteen full-time faculty. The Department offers the U.S. degree with concentrations in Human Resources, Management, Marketing, and Merchandising Management and services the Master of Business Administration program with course offerings in management, human resources management, organizational behavior, policy, legal environment, and marketing.

Candidates for the position must have the Ph.D. or DBA with a proven record of excellence in teaching and research in the management area. Qualifications for appointment at the rank of Professor and the ability to guide the faculty in planning a new doctoral program in management are crucial.

University-wide enrollment is over 11,000 students with approximately 2,500 in programs offered by the Bryan School, including approximately 300 enrolled in the MBA program. The Bryan School's programs are fully accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Interested persons should submit a letter of application, résumé, and the names, addresses, and telephone numbers of at least three referees. Applications are encouraged prior to the Academy of Management meeting in August, although the search will continue until the position is filled. Address correspondence to: Dr. Donald L. McClelland, Chair, Search Committee for Department Head of Management and Marketing, The Bryan School of Business and Economics, The University of North Carolina at Greensboro, Greensboro, NC 27412-5001.

The University of North Carolina at Greensboro is an Equal Employment Opportunity, Affirmative Action Employer. Women, minorities, veterans and disabled persons are encouraged to identify themselves.

 The salary offered will be determined according to the qualifications and/or experience of the successful applicant.

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The National Hispanic University
FACULTY VACANCIES

The NHU invites applications for the following positions for the academic year 1992-93.

MATHEMATICS: To teach and develop curriculum. Ph.D. preferred. \$40K-\$44K.

BUSINESS: Administration—To teach and chair department, advise students. MBA required, Ph.D. preferred. \$40K-\$44K.

DIRECTOR OF DEVELOPMENT: To do grant writing, implement private/public fund-raising plan; 5 years' documented fund-raising experience required; salary negotiable based on experience.

LIBRARIAN: To develop library for students and faculty; higher education experience; BS Library Science required, MA preferred. \$28K-\$32K.

Applicants should send letter of application, résumé, three recent letters of reference and a copy of graduate transcripts to:

Faculty Search Committee
 The National Hispanic University
 135 E. Glash Road, Ste. 201
 San Jose, CA 95112

EOE/AA

NATURAL SCIENCES
INSTRUCTOR

John Wood Community College is searching for an experienced, energetic faculty member to develop and expand the college's curriculum. The position is nine-month, tenure-track or, based on candidate pool, year temporary position. Position open until filled, with candidate applications accepted until July 13.

RESPONSIBILITIES: Teach an equivalent of 15 credit hours per semester in biology, earth science, anatomy & physiology, and/or microbiology.

QUALIFICATIONS: Directly related teaching experience, previous community college teaching experience, desirable, master's degree in appropriate discipline as listed above.

START DATE: 8/19/92.

SALARY/BENEFITS: Competitive.

APPLICATIONS: Send letter of application, résumé, and transcripts to: Dr. Veldon L. Law, Dean of Instruction, John Wood Community College, 150 South 48th Street, Quincy, IL 62301. JWCC is an Equal Opportunity, Affirmative Action Employer and specifically invites and encourages applications from women and minorities.

 The salary offered will be determined according to the qualifications and/or experience of the successful applicant.

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Shelby State Community College

Shelby State Community College is an accredited multi-campus, public institution governed by the Tennessee Board of Regents. The College offers university parallel programs and career programs including allied health and nursing programs. The College is now accepting applications for the following faculty and department head positions for 1992-93.

Department Head of Social Sciences
 The social sciences department includes history, psychology, sociology, philosophy, and anthropology. Position requires a master's degree with a minimum of 18 graduate hours in the discipline. The department head must be able to teach in at least one of the disciplines in the department. Five years of teaching at the postsecondary level and at least one year of administrative experience are required.

Department Head of Allied Health Sciences
 The allied health sciences department currently includes programs in emergency medical technology, medical assistant, medical laboratory technology, orthotics and prosthetics, physical therapy assistant, and radiologic technology. Position requires a master's degree and certification in an allied health discipline. One year of teaching experience at the postsecondary level and three years of administrative experience is required.

Full-time Faculty positions—All positions require a master's degree with a minimum of 18 graduate hours in the discipline with exceptions noted below. Faculty positions with varying degrees of responsibility are available. For detailed position descriptions, please call or write the Personnel Office.

Accounting—1 position
Education—2 positions
 Elementary/Secondary: (1) tenure track
 Elementary/Secondary: (1) tenure track

Emergency Medical Technology—1 twelve-month position
 Bachelor's degree, Tennessee EMT Instructor authorization; and Tennessee Paramedic Certification.

English and Literature—2 positions
 English or combination of English and French
 English and Remedial/Developmental Writing

Mathematics—3 positions, (1) tenure track
 College and Remedial/Developmental Mathematics
 Medical Technology—1 twelve-month position
 Bachelor's degree with national certification and Tennessee state license required; General lab or immunohematology experience required.

Natural Sciences—4 positions
 Biology/Microbiology/Anatomy and Physiology—3 positions
 Physical Geography
 Nursing—4 positions
 Child Bearing Family
 Pediatrics
 Medical Surgical—4 positions

Orthotics—1 twelve-month position
 Bachelor's degree, Certification in orthotics by the American Board for Certification in Orthotics and Prosthetics.

Physical Therapy Assistant Coordinator—1 twelve-month position
 Bachelor's degree; Licensed in Tennessee as a Physical Therapist

Radiologic Technology—1 twelve-month position
 Bachelor's degree; Certification in Radiologic Technology

Reading</

Age Group	1970	1980	1990	2000	2010	2020
0-14	25	22	20	18	15	10
15-24	15	16	17	18	19	20
25-34	10	11	12	13	14	15
35-44	10	11	12	13	14	15
45-54	10	11	12	13	14	15
55-64	10	11	12	13	14	15
65-74	10	11	12	13	14	15
75+	10	11	12	13	14	15

CAMDEN COUNTY COLLEGE

Positions: F-T Faculty and Administration

Camden County College (14,352 students) is an innovative and diversified community college with excellent programs in liberal studies, business, allied health, science, computer studies, and high technology. The main campus is in Blackwood, twelve miles from Philadelphia, the Philadelphia Branch is located in the city of Camden, across the river from Camden County College. For faculty positions, a normal teaching load is fifteen credit hours; faculty will be regularly assigned to teach at the Camden Branch for each of the faculty positions. Community college teaching is preferred; experience teaching inner-city adults is desirable.

ALLIED HEALTH
Biotechnology: Expertise in general biology and anatomy and physiology. Master's degree in a biology discipline required, doctorate preferred.
Ophthalmic Sciences: To teach contact lens fitting, anatomy and physiology of the eye, maintain contact lens clinic. Required: AAS in ophthalmic science. Bachelor's degree preferred. NCLE and ABO certification required.

ACADEMIC SKILLS
English as a Second Language Faculty: To teach ESL at all levels; advise, tutor and assist with development of ESL program. Required: Master's degree in TESOL or comparable experience; college teacher with diverse populations required and familiarity with computers/software.
Reading: Master's degree in reading required, doctorate preferred. Computer-aided instruction and text processing experience, experience administering a remedial reading program desirable.

Mathematics: To teach remedial math (computation and elementary algebra). Required: Master's degree in Mathematics or Mathematics education; remedial math teaching experience required; computer software and Computer Aided Instruction experience preferred.

MATHEMATICS: To teach Intermediate Algebra, Statistics, Calculus—Master's degree in mathematics required, doctorate preferred.

BUSINESS
Business Programs: Teach a variety of business courses at the Introductory and advanced levels (Introduction to Business, Management, Accounting, Business Law, Economics). Master's degree in Business required; personal computer ability with various applications software.

COMPUTER STUDIES
Capable of teaching Computer Studies courses to the advanced level: Basic, Cobol, C, Applications Packages, Networks, Operating Systems, including working with laboratory administrators, advisory committees and full- and part-time faculty. Master's degree required.

LIBERAL ARTS
Foreign Language: To teach foreign language courses. Required: Master's degree in Spanish, foreign language teaching experience; knowledge of other foreign languages—French.

ADMINISTRATIVE POSITION
Librarian: Collection Development-To develop and maintain systematic development of the LRC collections. Required: Master's Degree in Library Science.

By July 13, 1992, send letter of application and résumé to:
Personnel Office
Camden County College
P.O. Box 200
Blackwood, New Jersey 08012

AA/EEOE-Women & Minorities are encouraged to apply.

WOMEN'S BASKETBALL COACH

and
PHYSICAL EDUCATION INSTR./ASST. PROF.
(Search Extended)

Master's degree required. Teaching and coaching experience preferred. Position available September 1992.
Deadline July 31, 1992

Contact:
Wayne L. Cooper, Chairman, HPER
Abraham Baldwin College
2802 Moore Highway
Tifton, GA 31794-2601
EO/AA

Financial Aid: Yale University announces a search for the position of Director of Undergraduate Financial Aid. The Undergraduate Financial Aid Office (UFAO) is the Yale University, serving approximately 5100 students in Yale College, of whom about 2000 will receive \$22.5 million in financial need-based aid in 1992-93. Yale argues and underpays student aid to a wide array of state, alumni, and third-party scholarship programs. The Director has overall responsibility for the day-to-day operation of the UFAO and, in so doing, also and five support staff. In addition to the Director's responsibilities, the Director oversees the UFAO's budget, and recommends new programs and policies, consulting with the University Director of Financial Aid, as needed. The Director develops and monitors the undergraduate financial aid program, including the UFAO's budget. The Director coordinates the work of the UFAO with the University's Office of Financial Aid. The Director reports to the University's Director of Financial Aid, and is a member of the Yale University's Financial Aid Committee.

French: Temporary instructional position in French, non-tenure track, one-year appointment, possibly renewable. Position is in the French Department, and the incumbent will teach French to students in the College of Arts and Sciences, and to students in the College of Engineering and Applied Sciences. The incumbent will also be responsible for the day-to-day operation of the French Department, and for the coordination of the French Department's activities with the University's Office of International Education. The incumbent will also be responsible for the day-to-day operation of the French Department, and for the coordination of the French Department's activities with the University's Office of International Education. The incumbent will also be responsible for the day-to-day operation of the French Department, and for the coordination of the French Department's activities with the University's Office of International Education.

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Genetics Assistant Professor: The Department of Biology, University of Tampa, is seeking a full-time, tenure-track Assistant Professor of Genetics. The successful candidate will be responsible for teaching genetics to students in the College of Arts and Sciences, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education.

Genetics Assistant Professor: The Department of Biology, University of Tampa, is seeking a full-time, tenure-track Assistant Professor of Genetics. The successful candidate will be responsible for teaching genetics to students in the College of Arts and Sciences, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education.

Wayne State University

Faculty Development

Responsibilities: Seeking candidates for 1-2 full-time positions in faculty development. Major responsibility involves the development, implementation and evaluation of a program to assist medical faculty to acquire and/or enhance the full range of medical teaching skills.

Qualifications: Ph.D. level of training preferred. Formal training and demonstrated personal excellence in teaching/evaluation skills necessary. Solid grounding in the literature of learning highly desirable.

Seeking candidates with a career interest in doing applied work of a high order of excellence, who seek an opportunity to develop a faculty development program with national recognition and are capable of and interested in making a contribution to the scholarly literature of this field.

Venue: The positions will be administratively housed in a Division of Education in a University Affiliated Department of Family Medicine. There is strong institutional support for expansion of the Department and its programs. The Division will report to and be supported by the Director of the Education Division. Excellent salary and benefits. Academic rank, commensurate with the qualifications of the successful candidates are negotiable.

Send résumé and names and telephone numbers of three references that can be contacted to:

Richard Gallagher, Ph.D.
Professor and Director
Division of Education
Department of Family Medicine
Wayne State University School of Medicine
University Health Center, 4-J
4201 St. Antoine
Detroit, MI 48201

An equal opportunity, affirmative action employer

SELMA UNIVERSITY

Selma, AL 36701

LIBRARIAN: M.S. from ALA-accredited institution, 2 or 3 years' experience in general operations of a four-year college library. Must have knowledge of automation and proven interpersonal skills. When needed, teach one course in Library Science. Twelve-month position.

ACADEMIC COUNSELOR: M.S. in Counseling or Educational Psychology. An earned doctorate preferred. Experience in academic counseling and career placement. Ten-month position.

PHYSICS/MATHEMATICS: Ph.D. in Physics/Math. Must be capable of developing undergraduate curriculum or courses and independent research projects.

COMPUTER SCIENCE: M.S. in Computer Science. Graduate work in related sciences such as Chemistry/Physics desirable.

BUSINESS: Ph.D. or A.B.D. in General Business or Business Management or M.B.A. in Accounting and Management.

MUSIC: M.S. or M.A. in Music. Experience in Directing Choir. Background in Black Church Music desirable.

Selma University is an accredited, four-year, small Black private college. All teaching positions are tenure track, 9-month positions. Available beginning August 26, 1992. Salary negotiable. Last date to receive applications: July 31, 1992.

Send a letter of application, 3 letters of reference, copies of transcripts and certificates to: Vice-President of Academic Affairs, Selma University, 1501 Lapsley Street, Selma, AL 36701.

AN EQUAL OPPORTUNITY EMPLOYER

that involve undergraduates. The successful candidate will be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education.

Geology: Invertebrate Paleontology. Tenure-track, Assistant Professor, January 1, 1993. Ph.D. required. Teach physical, historical, paleontology, and stratigraphy. 40-40 student aid. Administrative duties. Research position. Send letter of application, curriculum vitae, and three letters of reference to: Dr. Charles H. Brown, Department of Geology, University of Georgia, Athens, GA 30602-3015. Review of applications will begin September 1, 1992, and continue until position is filled. Women and minorities encouraged to apply. An EOE/AAE employer.

Industrial Engineering: The Department of Industrial Engineering at Clemson University seeks a full-time, tenure-track Assistant Professor of Industrial Engineering. The successful candidate will be responsible for teaching industrial engineering to students in the College of Arts and Sciences, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education.

Interior Design: Full-time, tenure-track position. The Department of Interior Design at Clemson University seeks a full-time, tenure-track Assistant Professor of Interior Design. The successful candidate will be responsible for teaching interior design to students in the College of Arts and Sciences, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education.

International Education: Administrative Director of the International Education Program. The Department of International Education at Clemson University seeks a full-time, tenure-track Assistant Professor of International Education. The successful candidate will be responsible for teaching international education to students in the College of Arts and Sciences, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Department, and for the coordination of the Department's activities with the University's Office of International Education.

CLEVELAND STATE COMMUNITY COLLEGE

Announces Openings for the Positions of:

DIRECTOR OF INSTITUTIONAL ADVANCEMENT
Salary Range: \$25,000-\$34,000. Minimum qualifications: (1) Master's degree in communications, public relations, journalism or related area, and experience working with the media in news dissemination, public relations, administrative and organizational skills. (2) Excellent oral and written communication skills. (3) Proven record of fund raising for small colleges in non-urban settings.

DIRECTOR OF STUDENT DEVELOPMENT
Salary Range: \$24,000-\$32,000. Master's degree is required, doctorate preferred in new complementary to student services. Experience in student services administration is desirable.

REGISTRAR
Salary Range: \$24,000-\$32,000. Master's degree in an area complementary to student admissions and records and three years' related experience required. Doctorate preferred.

ASSISTANT FINANCIAL AID COORDINATOR
Salary Range: \$20,000-\$28,000. Bachelor's degree and at least one year of experience in financial aid or related area are required. Master's degree preferred.

FRENCH/ENGLISH INSTRUCTOR
Salary Range: \$22,000-\$30,000 (Academic Year). Master's degree is required, doctorate preferred with successful completion of at least 18 graduate semester hours in both French and English.

NURSING INSTRUCTOR
Salary Range: \$24,000-\$32,000 (Academic Year). Master of Science degree in Nursing required. Responsibilities will include clinical instruction and coordinating the Nursing Skills laboratory.

Cleveland State Community College is a fully accredited public comprehensive community college committed to quality education. Approximately 3,000 credit students enroll in a typical full semester. The 165-acre campus has 10 major buildings housing modern classrooms, laboratories, student activity centers. Situated in the scenic corridor of hills and atmosphere in which to enjoy varied facets of an educational experience. Water sports, hiking, camping, backpacking are available in the vicinity of the college. The college is located in the heart of the city of Cleveland, Ohio, and is within easy access to the city's cultural and recreational facilities. The college is a member of the National Association of Community Colleges (NACAC) and the American Association of Community Colleges (AACCC).

Review of applications will begin immediately. Applications will be accepted until the positions are filled.

Contact:
Personnel Office
Cleveland State Community College
P.O. Box 3570
Cleveland, OH 44115-3570
(615) 478-6205

Cleveland State Community College is an EOE/AAE Title IX/Section 504/ADA institution.

Director of Career Services

Emory Business School of Emory University invites applications and nominations for the position of Director of Career Services. The position requires supervision over all career services functions and frequent contact with students, recruiters and corporate personnel. The primary responsibilities of the Director of Career Services are to market the Emory Business School to the business community on a nationwide basis, and to counsel MBA students on career options and job search strategies. The position is a permanent full-time position reporting to the Assistant Dean.

An MBA degree is preferred and a bachelor's degree is required. The individual must possess a minimum of five years management experience in either human resources or marketing, demonstrated ability in working with people, and knowledge of, and contacts in, the southeast region.

Emory Business School, founded in 1919 and accredited by the American Assembly of Collegiate Schools of Business, offers a variety of business programs including undergraduate and graduate degrees, as well as executive education, and is emerging as an international leader in management education.

Application deadline 7/24/92. Please send your resume to:

Department of Human Resources, Emory University
1762 Clifton Road, Atlanta, Georgia 30322.
Please reference Position No. 130-4942BS.



Emory University is an Equal Opportunity, Affirmative Action Employer.

MERCYHURST COLLEGE

Assistant Director of Residence Life

Mercyhurst College, a small, private institution in Erie, Pennsylvania, has an opening in the residence life department for an assistant director to join two other live-in assistant directors in a recently developed residential life program.

Each assistant director is responsible for approximately one-third of the residential population including students and staff. Responsibilities include managing all aspects of an undergraduate residential environment—selecting, training, supervising and evaluating an RA staff of approximately 13.

Duties include supervising the programming efforts of the RA staff, overseeing student conduct, adjudicating disciplinary offenses and promoting community service.

Qualifications: Master's degree in student personnel, counseling or a related field, and residence life experience preferred. Salary: \$16,000-\$18,000. Send résumé and three references by July 24, 1992, to:

Dr. Gary Brown
Director of Residence Life
Mercyhurst College
501 East 38 Street
Erie, PA 16546

For more information, call 814-824-2423.

PHILLIPS

ACADEMY

Andover, MA

ADMISSION

Position in Admission to start August, 1992. Applicants must possess excellent communication and presentation skills. Responsibilities include interviewing prospective students and parents, handling inquiries, reviewing applications, evaluating applicants, designing materials for recruitment, and working with the Admissions Office to develop and maintain a successful admission program. The successful candidate will be responsible for the day-to-day operation of the Admissions Office, and for the coordination of the Admissions Office's activities with the University's Office of International Education. The successful candidate will also be responsible for the day-to-day operation of the Admissions Office, and for the coordination of the Admissions Office's activities with the University's Office of International Education.

Qualifications: Master's degree in student personnel, counseling or a related field, and residence life experience preferred. Salary: \$16,000-\$18,000. Send résumé and three references by July 24, 1992, to:

Dr. Gary Brown
Director of Residence Life
Mercyhurst College
501 East 38 Street
Erie, PA 16546

For more information, call 814-824-2423.

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Lead The Best

Special Search - Nursing Executive

There are few times that an opportunity becomes available for one individual to impact the future of nursing. This is one such time.

The Department of Veterans Affairs is seeking executive level candidates for the national position of Assistant Chief Medical Director for Nursing Programs, the top nurse management position within VA.

VA is the largest and most diverse health care delivery system in the United States. This individual will lead VA's national nursing programs encompassing a team of over 60,000 nursing personnel within 172 medical centers nationwide.

Meeting the nursing challenges of this decade and beyond requires proven leadership. The individual we are seeking will have demonstrated such leadership skills along with the following credentials:

- Administrative accomplishment in a large, diverse health care setting.
- Leadership in advancing the nursing profession, as shown by membership on task forces, commissions, panels, etc.
- Effective written and oral communication skills and the ability to work with a broad spectrum of individuals and organizations.
- Proven ability to utilize diversity as a source of innovation.
- Successful nursing clinical practice.
- Advanced degree in Nursing or related field and a commitment to continuing professional growth.

Of particular interest are candidates who have produced a recognized body of scholarship or research, have knowledge of the issues facing the VA medical system, and have national recognition.

This position, based in Washington, DC, has a current salary of \$100,000. Letters of application and Curriculum Vitae must be received by August 14, 1992, and sent to John T. Farrar, M.D., Deputy Chief Medical Director (10A), Chairman, Search Committee, VA Central Office, 810 Vermont Ave., Washington, DC, 20420. Additional information may also be obtained by calling Lydia M. Medina (202) 535-7602.

The Best

Care.



Keeping the Promise
to those who served

Department of Veterans Affairs

An Equal Opportunity Employer

State University of New York at Buffalo



ASSOCIATE VICE PRESIDENT FOR UNIVERSITY DEVELOPMENT

The State University of New York at Buffalo invites applications for the position of Associate Vice President for University Development. The University at Buffalo is the largest and most comprehensive unit within the largest university system in the country. One of only twenty-nine public universities elected to the prestigious Association of American Universities (AAU), the University at Buffalo has a student enrollment of 26,000, 4,000 full-time faculty, and 140,000 alumni. The University's first capital campaign will have achieved its \$52 million goal in December 1992. It is anticipated that the next capital campaign will coincide with the University's sesquicentennial in 1996.

Under the direction of the Vice President for University Development, the Associate Vice President for University Development will have full responsibility for management of the development program. Leadership is a key element of this position, especially in the establishment of goals and objectives, hiring and training staff. The Associate Vice President for University Development will interact with all of the academic officers and staff of the University as well as with the chief administrative officers. Working with the Vice President and the Office of the President, he/she will design strategies for solicitation and develop the volunteer structure needed to raise funds. The Associate Vice President will also be responsible for directing the work of the various volunteer committees established to assist the University in carrying out its philanthropic mission.

Qualifications: Bachelor's degree, advanced degree preferred. At least ten years of experience in fund-raising positions at the executive level with progressively larger responsibilities evident in higher career path. Demonstrated administrative success in complex, multi-faceted institutions and sufficient staff supervision and development experience. Capital campaign experience as well as superior communication skills, both written and verbal, are required.

Applications will be reviewed beginning July 20, 1992 and review will continue until the position is filled. Submit cover letter and résumé to:

Robert J. Wagner, Senior Vice President
State University of New York at Buffalo
Room 520 Capen Hall
Buffalo, New York 14260

The search is being conducted by the University's consultant:

Dr. Ira W. Krutky
P. O. Box 93127, Pasadena, CA 91109-3127
(818) 568-3311; fax (818) 568-1656

The University at Buffalo is an Affirmative Action,
Equal Opportunity Employer.
Women and minorities are encouraged to apply.

CALIFORNIA COLLEGE OF ARTS AND CRAFTS PROVOST

The College founded in 1906, CCAAC is an independent college of fine art, design, and architecture. The College has a student body of approximately 1,125 full- and part-time students. There are 34 full-time faculty and 150 part-time faculty. The main campus is located in Oakland and a second campus in San Francisco houses the Schools of Architectural Studies and Design.

The Provost is CCAAC's chief academic officer. The Provost reports to the President and is responsible for the Schools of Fine Arts, Architectural Studies and Design, the Core, Humanities and Sciences, and Graduate Studies, the Libraries and Student Affairs.

Qualifications: The successful candidate will have the appropriate advanced degree in one of the College's disciplines; demonstrated success in arts education administration and/or closely related program management; substantial teaching experience; and a background of excellence in higher education.

Procedures: Screening begins 7/24/92. Send a statement of interest and current vitae or nominations to Paula Cerebetti, Ira W. Krutsky, Associate Vice President, P. O. Box 93162, Pasadena, CA 91109-3162, (818) 568-3311, FAX (818) 568-1656.

CCAAC is an equal opportunity, affirmative action employer; women and minorities are encouraged to apply.

Residence Life Resident Director, Evening and Evening/Weekend: Responsible for and supervising the residence life program. This position involves a combination of supervising and counseling with support staff. The successful candidate will have a minimum of three years of experience in residence life administration and/or closely related program management; a master's degree in a related field; and a background of excellence in higher education.

Residence Life Resident Director, Evening/Weekend: Responsible for and supervising the residence life program. This position involves a combination of supervising and counseling with support staff. The successful candidate will have a minimum of three years of experience in residence life administration and/or closely related program management; a master's degree in a related field; and a background of excellence in higher education.

Residence Life Resident Director, Evening/Weekend: Responsible for and supervising the residence life program. This position involves a combination of supervising and counseling with support staff. The successful candidate will have a minimum of three years of experience in residence life administration and/or closely related program management; a master's degree in a related field; and a background of excellence in higher education.

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VICE CHANCELLOR FOR MANAGERIAL AND TECHNOLOGICAL SERVICES University of Missouri-St. Louis

Applications are being accepted for the position of Vice Chancellor for Managerial and Technological Services at the University of Missouri-St. Louis. The Vice Chancellor is one of five who report directly to the Chancellor.

Managerial services include budgeting, planning, institutional research, finance, business services, management services, and certain auxiliary enterprises. Technological services include all aspects of computing, instructional technology, and other digitally based services. The Vice Chancellor also plays a leadership role in campus strategic planning and facilities planning.

The successful candidate should have an earned doctorate in an appropriate academic discipline and relevant administrative experience, preferably in a campus that is part of a multi-campus system. Applicants must have knowledge of accounting, budgeting, planning, and management information systems in higher education; an understanding of the role of technology in higher education; demonstrated analytical skills; an ability to communicate effectively; and strong interpersonal skills. The successful candidate must be able to work cooperatively with the Chancellor, a culturally diverse campus community, and University of Missouri-St. Louis personnel.

The University of Missouri-St. Louis is a dynamic urban campus founded in 1963. As one of the four campuses constituting the University of Missouri, it shares the University of Missouri's land-grant mission and status as the only public, comprehensive research university in Missouri. The University of Missouri-St. Louis offers approximately 70 degree programs through the doctorate and professional degree levels and serves more than 15,000 students.

Candidates must submit a letter of application, a curriculum vitae, and names, telephone numbers, and addresses of at least three references. Completed applications, as outlined above, must be received by July 31, 1992 and should be addressed to:

Chancellor's Office/401 Woods Hall
Vice Chancellor for Managerial and
Technological Services Search Committee
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499
An Equal Opportunity Employer

VICE PRESIDENT Erie Community College North Campus

This highly responsible position involves the administration, management and leadership of a campus which offers a thirty-five academic programs to over seven thousand students. The Vice President will work under the direction of the President of the College, supervise a wide range of campus functions, and coordinate the implementation of Central Staff initiatives such as academic program review, student services, budget, strategic planning, affirmative action and assessment.

MINIMUM QUALIFICATIONS: The candidate is required to have at least a minimum of a Master's degree and seven years of teaching and/or administrative experience at the college level. The ability to make informed decisions, to get along well with all segments of the college community, familiarity with current issues affecting community colleges and a professional appearance will be regarded as highly desirable.

Erie Community College is a multi-campus, State University of New York over 80 academic programs.

Interested applicants should send résumé, transcripts and three letters of recommendation prior to July 24, 1992 to the Human Resources Department, ECC-South Campus, 1400 Southwestern Boulevard, Orchard Park, NY 14127. The College is an equal opportunity employer. Women, minorities, veterans and disabled persons are encouraged to apply.

North Carolina State University Associate Vice Chancellor for Development

Applications and nominations are invited for the position of Associate Vice Chancellor for Development to be filled by September 1, 1992.

Responsibilities: The Associate Vice Chancellor for Development will report to the Vice Chancellor for Institutional Advancement and will direct the total development program at NCSU. This person will supervise the activities of over twenty professional fundraisers and will have responsibility for budgeting and allocating resources among the various fund-raising offices in a decentralized system. This position will require the building of a complete, centralized staff of fund-raising positions that currently are not in place.

Qualifications: The Associate Vice Chancellor for Development should hold a Master's degree in Management, Higher Education Administration, MBA, or have equivalent experience. Must have experience in all facets of development.

Applications: Submit letter of application, résumé, and three references by July 20 to Ms. Frances M. Mills, Office of Institutional Advancement, North Carolina State University, P. O. Box 7505, Raleigh, NC 27695-7505. Salary commensurate with qualifications and experience.

Equal Opportunity, Affirmative Action Employer

Salmon-Tully University, Salem, Oregon 97306.

Residence Life Resident Director: The Successful Candidate will have a minimum of three years of experience in residence life administration and/or closely related program management; a master's degree in a related field; and a background of excellence in higher education.

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PimaCommunityCollege PROVOST - EAST CAMPUS Pima County Community College District Tucson, Arizona

Pima Community College, among the nation's 10 largest multi-campus community colleges, serves a diverse multicultural population of more than 44,000 credit and 18,000 non-credit students each year. The College's ever-increasing student population enrolls at four campuses and an education center.

The 11-year-old East Campus, set on 60 acres of lush desert in suburban Tucson, serves about 5,000 students annually. This comprehensive campus offers developmental and general education classes and selected occupational and university transfer programs. The staff of 280 employees includes 36 full-time and 186 part-time faculty.

Strengths of the East Campus are environmental technology courses and degree programs, astronomy and Japanese language courses, special programs for Native American high school students, and Arizona's first College Reading and Learning Association certified tutoring program. Plans, directs, evaluates, and reviews the activities and operations of the East campus, including academic, student services, operational, and administrative services functions; coordinates assigned activities with other College departments, campuses and outside agencies and provides highly responsible and complex administrative support to the Chancellor.

MINIMUM REQUIREMENTS: A master's degree or equivalent from an accredited college or university with major course work in education, business, public administration or related field is required; an earned doctorate in one of the areas cited above is preferred; four years of administrative experience in education with responsibility for campus operations; possession of or eligibility for appropriate teaching certification from the State Board of Directors for Community Colleges of Arizona. **SALARY:** \$62,735 (open until filled).

METHOD OF EVALUATION: Qualified applicants will be evaluated based on their possession of the knowledge and abilities identified as important to successful performance in this position. Ratings will be assigned based on a review of the written application material, the results of an interview, or a combination.

FOR AN APPLICATION AND COMPLETE JOB ANNOUNCEMENT, CALL OR WRITE:

PIMA COUNTY COMMUNITY COLLEGE DISTRICT
Employment/Human Resources, P. O. Box 3010, Tucson, AZ 85702-3010
(602) 884-6624
FAX: (602) 884-6290

PIMA COUNTY COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. WOMEN, MINORITIES AND OTHER PROTECTED CLASSES ARE ENCOURAGED TO APPLY.
*Pima Community College will be closed on Fridays from May 22, 1992 through August 7, 1992.

Applications are invited for a newly created position VICE PRESIDENT FOR STUDENT AFFAIRS

SUFFOLK COMMUNITY COLLEGE, with over 21,000 credit students in a multi-campus, comprehensive institution serving a diverse population on eastern Long Island, New York.

THE VICE PRESIDENT FOR STUDENT AFFAIRS, a critical office position, reports to the President and is responsible for providing College-wide leadership and coordination of the student affairs programs offered at the three campuses and their extension sites.

THE PROFILE of the successful candidate will include substantial administrative experience; knowledge of student affairs; experience in program development; ability to work effectively with diverse offices and persons; evidence of professional activity; and an earned doctorate in student affairs or a related field. **COMPENSATION** for this position includes a competitive salary and a comprehensive benefit package.

POSITION AVAILABLE: January 1, 1993.

INQUIRIES, NOMINATIONS AND APPLICATIONS that include a letter and résumé should be directed to:

Mr. Wayne Pevay, Chair
VP for Student Affairs Search Committee
1540 Arts Building
Suffolk Community College
Selden, New York 11784
516/451-4163 FAX: 516/732-0260

The screening process will begin on September 1, 1992; however, applications will be accepted until the position is filled.
Suffolk Community College is a unit of the State University of New York and is an EEO/AAE employer.

Students and a resident advisor staff of eight. The Resident Advisor staff for the Pines Life Area, available August through May, is a full-time position. The Resident Advisor staff for the Pines Life Area, available August through May, is a full-time position. The Resident Advisor staff for the Pines Life Area, available August through May, is a full-time position.

Residence Life Resident Director: The Successful Candidate will have a minimum of three years of experience in residence life administration and/or closely related program management; a master's degree in a related field; and a background of excellence in higher education.

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UNIVERSITY OF NORTH FLORIDA JACKSONVILLE EXECUTIVE DIRECTOR Office of Planning, Evaluation & Budget

The University of North Florida (UNF) invites applications and nominations for the position of Executive Director, Office of Planning, Evaluation and Budget. The University is one of the nine universities in the State University System of Florida. One of the most selective comprehensive universities in the nation, its student body numbers approximately 9,000 and is served by a faculty and staff of more than 1,100. UNF is located on a 1,400 acre campus in Jacksonville (population of over 700,000).

The Executive Director is responsible for the overall management of the Office of Planning, Evaluation and Budget. The Executive Director develops, coordinates, and monitors university-wide planning, evaluation and budget processes. The Executive Director serves as a member of the University's Executive Staff, the Budget Committee, the State Committee, the Auxiliary Oversight Committee and the Council of Deans and Directors. The position also requires internal and external contact with the University divisions and organizational units, the staff of the Florida Board of Regents, and other State agencies. The Executive Director reports to the University President and is accountable to the Vice President for Academic Affairs.

Minimum qualifications for this position include an earned doctorate; at least three years of administrative leadership in strategic and institutional planning, program and project design, implementation and evaluation; management of budgetary processes including preparation of budgets; experience in the use of information systems; and supervision of professional staff. Other qualifications include experience in integration of strategic planning with the budgetary process; the design, conduct, and evaluation of workshops and seminars in institutional planning and budgeting; and documented ability to work as part of a senior administrative team. The candidate must also possess a strong commitment to equal opportunity and diversity, and a demonstrated ability to work collegially in a decentralized administrative environment.

Nominations and applications, including two copies of a personal résumé and a list of five references, should be received by no later than July 17, 1992. Women and minorities are encouraged to apply. The salary range for this position is \$70,000-\$77,000. Address all correspondence to:

Dr. Betty M. Filin, Search Chair
Office of Institutional Advancement
University of North Florida
4567 St. John's Bluff Road, South
Jacksonville, Florida 32224-2645

The University of North Florida is an Affirmative Action, Equal Opportunity Employer.

RINGLING SCHOOL OF ART AND DESIGN Sarasota, Florida

Assistant Vice President for Academic Affairs

Half of responsibilities are related to the implementation of Section III Institutional Effectiveness of the SACS criteria for accreditation. This involves design of assessment process, implementation of surveys, and feedback of results. The remainder of the responsibilities are general academic administration.

The position requires a minimum of a Master's degree. Three-five years related experience is desirable. Significant academic leadership and organizational expertise is essential. Candidates with experience in art and design colleges will be given preference. Qualitative and quantitative analysis experience is important.

Review of candidates will begin on August 3 and continue until position is filled. Send cover letter, résumé, an official transcript, and names and phone numbers of three professional references to: Johnnie Isham, Vice President for Academic Affairs, Ringling School of Art and Design, 2700 North Tamiami Trail, Sarasota, Florida 34234.

Ringling School of Art and Design is an Affirmative Action/Equal Opportunity Employer.

Student staff, programming, and facility management shared with two live-in faculty. **Qualifications:** Master's preferred; minimum 5 years experience; 3 years experience in residence life administration; a minimum of two to three years' full-time, residential experience; a preference in supervision of campus life; and a minimum of two to three years' full-time, residential experience. **Salary and Benefits:** Compensation package of approximately \$21,000 salary plus an excellent benefits package, including medical, dental, vision, life, and disability insurance. **Position:** Full-time, live-in position. **Location:** Ringling School of Art and Design, 2700 North Tamiami Trail, Sarasota, Florida 34234.

Residence Life Resident Director: The Successful Candidate will have a minimum of three years of experience in residence life administration and/or closely related program management; a master's degree in a related field; and a background of excellence in higher education.

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VICE CHANCELLOR FOR UNIVERSITY RELATIONS University of Missouri-St. Louis

Applications are being accepted for the position of Vice Chancellor for University Relations at the University of Missouri-St. Louis. The Vice Chancellor is one of five who report directly to the Chancellor.

The Vice Chancellor is responsible for providing leadership and management in the following areas: alumni and constituent relations, development, public relations, special events, and printing and graphic services. The Vice Chancellor works closely with the Chancellor, faculty, staff, administrators and volunteer boards in a collaborative manner.

The University of Missouri-St. Louis is a dynamic urban campus founded in 1963. As one of the four campuses constituting the University of Missouri, it shares the University of Missouri's land-grant mission and status as the only public, comprehensive research university in Missouri. The successful candidate should have earned a master's degree in an appropriate discipline, possess 10 years of fund-raising experience and five years or more of increasingly more responsible positions in university advancement with a background in the following areas: alumni relations, volunteer relations, publications and graphic services, development (functions, public information and special events). A proven track record of fund-raising success at a comprehensive university is mandatory.

The successful candidate also must have strong interpersonal and negotiating skills, and an ability to communicate effectively and work collegially with a variety of constituencies.

Candidates must submit a letter of application, résumé and names, telephone numbers, and addresses of at least three references. Completed applications, as outlined above, must be received by July 31, 1992 and should be addressed to:

Office of the Chancellor
Vice Chancellor for University Relations Search Committee
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499
An Equal Opportunity Employer

North Carolina State University Assistant Vice Chancellor for Advancement Services

Applications and nominations are invited for the position of Assistant Vice Chancellor for Advancement Services to be filled by September 1, 1992.

Responsibilities: The Assistant Vice Chancellor for Advancement Services will report to the Vice Chancellor for Institutional Advancement. This position will manage and supervise all institutional advancement administrative service functions including gift receiving and processing, data base management, and donor relations and research. This position will manage personnel during peak times, and will provide financial analysis and supervise the budget for the entire division.

Qualifications: The Assistant Vice Chancellor for Advancement Services should hold a Master's degree and have equivalent experience. Five to ten years' experience in higher education is required.

Applications: Submit letter of application, résumé, and three references by July 20 to Ms. Frances M. Mills, Office of Institutional Advancement, North Carolina State University, P. O. Box 7505, Raleigh, NC 27695-7505. Salary commensurate with qualifications and experience.

Equal Opportunity, Affirmative Action Employer

VICE CHANCELLOR FOR ACADEMIC SERVICES AND RESEARCH Virginia Community College System Richmond, Virginia

The Vice Chancellor for Academic Services and Research reports directly to the Executive Vice Chancellor and provides leadership in carrying out the academic mission and research design needs of the 23 community colleges within the System. The Vice Chancellor assists in the implementation of Affirmative Action programs relative to student recruitment and retention. An earned doctorate and previous successful administrative experience in higher education are required. Knowledge of and experience in research design and implementation are essential. Demonstrated ability to work with diverse groups and strong communication skills are required. Community college experience is desirable. Submit a full résumé of education and experience by 5:00 p.m., July 31, 1992 to:

Virginia Community College System
Human Resources Office, 16th Floor
101 N. 14th Street, Richmond, Virginia 23219
AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

Residence Life Resident Director: The Successful Candidate will have a minimum of three years of experience in residence life administration and/or closely related program management; a master's degree in a related field; and a background of excellence in higher education.

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UNIVERSITY OF COLORADO SYSTEM

The University of Colorado consists of four campuses, located in Boulder, Denver, Colorado Springs and a Health Sciences Center in Denver. The University of Colorado System is currently seeking nominations and applications for the following two positions:

ASSOCIATE VICE PRESIDENT FOR FINANCE AND UNIVERSITY TREASURER

The Treasurer is an officer of the University appointed by the University Board of Regents, who reports to the Vice President for Budget and Finance.

The University System has a single treasury for managing the assets of its four campuses. The Treasurer is responsible for the aggressive cash management and investment policy; the core insurance programs including risk management, management of real assets; external and internal financing; determining and managing debt capacity; and general financial advice and analysis through membership on various University oversight and advisory boards. A high degree of personal and professional integrity is essential to this position.

Minimum qualifications include: A Bachelor's degree in finance, business or management, from an accredited college or university; a broad knowledge of public sector debt issues; proven experience in investment policy formulation and management; insurance management, public and/or private sector asset management, investments, debt issuance and management, and financial management.

Preferred qualifications include: Experience with major public or private university or large company treasury activities; advanced degree in business management or related field.

ASSISTANT VICE PRESIDENT / CONTROLLER SEARCH REOPENED

This position exercises functional control over each Campus Controller to ensure that fiscal practices of the campuses are in compliance of University policy, the State Fiscal Rules, IRS regulations, Generally Accepted Accounting Principles and State legislative initiatives. The position reports to the Associate Vice President for Management Planning and interacts with other University administrators as required.

Minimum qualifications include: A degree in accounting, finance, business management or computer science; from an accredited college or university; a current CPA certificate; an understanding of and experience in computerized General Ledger accounting systems and complex Consolidated Financial Statement preparation; minimum of five years' management level experience in accounting or finance with a proven ability to manage, coordinate, and train in a complex environment; ability to communicate effectively both orally and in written form.

Preferred qualifications include: Experience with a large research institution or public higher education; advanced degree in accounting or related field; knowledge of current tax laws applicable to non-profit organizations.

APPLICATION: Please send a current vita, a letter of application and the names, addresses and phone numbers of three references. Application materials must be postmarked no later than August 15, 1992. Send applications to:

For Treasurer's Position:
Search Committee for Assoc VP/Treasurer
University of Colorado
Campus Box 25
Boulder, CO 80309

For Controller's Position:
Search Committee for Asst. VP/Controller
University of Colorado
Campus Box 436
Boulder, CO 80309

The University of Colorado has a strong institutional commitment to the principle of diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

TRINIDAD STATE JUNIOR COLLEGE

Vice President for Instruction

The Vice President for Instruction answers directly to the President and is responsible for the direction, administration, leadership and coordination of all of the instructional programs.

Candidates should have an earned doctorate from an accredited institution, demonstrated leadership in creative curriculum planning and development. Salary commensurate with experience and background. Closing date is July 10, 1992. Full position and minimal qualifications are available from Affirmative Action Director, Trinidad State Junior College, 600 Prospect Street, Trinidad, CO 81082.

Trinidad State Junior College is an Affirmative Action,
Equal Opportunity Employer.

Residence Life Resident Director: The Successful Candidate will have a minimum of three years of experience in residence life administration and/or closely related program management; a master's degree in a related field; and a background of excellence in higher education.

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THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
Invites applications and nominations for the following four positions:

VICE PRESIDENT OF ACADEMIC AFFAIRS
Los Angeles Southwest College

VICE PRESIDENT OF ADMINISTRATION
Los Angeles City College

VICE PRESIDENT OF ADMINISTRATION
Los Angeles Southwest College

VICE PRESIDENT OF ADMINISTRATION
West Los Angeles College

LAST DATE TO FILE: AUGUST 7, 1992
WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY
The Los Angeles Community College District is seeking a Vice President of Academic Affairs to serve at Los Angeles Southwest College, and Vice Presidents of Administration to serve at Los Angeles City College, at Los Angeles Southwest College, and at West Los Angeles College. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS
Applicants must have an earned master's degree or an advanced degree of at least equivalent standard from a recognized college or university. For Vice President of Academic Affairs, the applicant must have three years of successful full-time experience in accredited institutions of higher learning, and two years of successful full-time experience in administrative or management positions in business, industry, education or government; the required experience must have included responsibility for the direction of a variety of academic functions such as program and curriculum planning, implementation and evaluation, and academic personnel selection. For Vice President of Administration, the applicant must have two years of successful full-time experience in administrative or management positions in business, industry, education or government; the required experience must have included responsibility for the direction of a variety of operating programs and management services such as student services, finance, human resources, contracts, property management and safety and security services.

SALARY
The current salary range is \$57,954 to \$71,799 annually. New employees to the District will be allocated within the salary range according to previous salary. Employees benefits include 12 paid holidays annually, 25 days paid vacation annually, district-paid medical/hospital, dental and vision care plans and a \$40,000 group life insurance policy.

FILE AN APPLICATION
For each position applied for, a separate application consisting of a resume, a letter of intent, and three letters of recommendation, must be received not later than 4:30 p.m. on Friday, August 7, 1992. Materials must be received by mail or filed in person at the Certified Selection Unit, Los Angeles Community College District, 617 West Seventh Street, Los Angeles, CA 90017, telephone (213) 691-2211.

THE LACCD IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

VICE CHANCELLOR FOR ACADEMIC AFFAIRS & DEAN OF GRADUATE SCHOOL

The University of Arkansas for Medical Sciences invites nominations and applications for the position of Vice Chancellor for Academic Affairs and Dean of the Graduate School. This position reports directly to the Chancellor and is responsible for direct supervision of all educational services, scholarly, academic computer center and student financial aid. The Vice Chancellor works with the Deans of Medicine, Nursing, Pharmacy and Allied Health on academic and educational activities of their colleges and including curricula standards and review, faculty appointments and promotions at all local, regional and national levels relating to educational programs.

Applicants must have a doctorate degree. Experience at a health sciences campus is preferable. Applications, accompanied by a current resume, should be sent to:

Dr. Harry P. Ward, Chancellor
University of Arkansas for Medical Sciences
4301 West Markham Street - Stop #341
Little Rock, AR 72205

Applications are due by August 1, 1992.

The University of Arkansas for Medical Sciences is an equal opportunity, affirmative action employer.

WEST GEORGIA COLLEGE

Vice President for Business and Finance

General Description: The Vice President for Business and Finance reports directly to the President and is responsible for the general financial operations of the College; accounting, payroll, purchasing, internal audits and property control, central stores and other fiscal services; operation and maintenance of the physical plant; public safety; personnel services; auxiliary services. (State appropriations budget development and administration are not a function of the Vice President for Business and Finance.)

Administrators reporting to the Vice President for Business and Finance are: Directors of Business Services, Plant Operations, Auxiliary Enterprises, Personnel, and Public Safety. The position carries no faculty rank; however by college statute, the Vice President has faculty status.

Qualifications: A minimum of a bachelor's degree (MBA and/or CPA preferred) with relevant experience in college administration and financial and facilities management, demonstrated ability to work cooperatively and effectively with various constituencies, strong management and organizational skills; experience in policy formulation and implementation; working knowledge of NACUBO standards and guidelines preferred.

Salary: Salary is commensurate with the background and experience of the individual selected. In addition, the college has an excellent fringe benefits package.

College: West Georgia College is a state college in the University System of Georgia offering two-year, four-year, master's, specialist's, and cooperative doctoral degrees. With three undergraduate schools and a graduate school, enrollment is in excess of 7,500. Capacity for resident students is approximately 2,700. The College's 400 acre campus is just within the western boundary of Carrollton. The city and county have a combined population of 65,000 and are located 50 miles west of Atlanta, Georgia.

To Apply: The position will be available beginning July 1, 1993. Nominations should be sent to the address below. For full consideration, applications should be received by September 1, 1992, but the position will remain open until filled. Send letter of application, detailed resume, official transcripts, and at least three letters of professional references to:

Dr. David Hovey, Chair
Search Committee for Vice President for Business and Finance
West Georgia College
Carrollton, Georgia 30118

The names of applicants and nominees, resumes, and other general material are subject to public inspection under the Georgia Open Records Act. West Georgia is an Affirmative Action, Equal Opportunity Employer and strongly encourages the applications of women and minorities.

North Carolina State University Associate Vice Chancellor for University Relations

Applications and nominations are invited for the position of Associate Vice Chancellor for University Relations to be filled by September 1, 1992. Responsibilities: The Associate Vice Chancellor for University Relations will report to the Vice Chancellor for Institutional Advancement and is responsible for communicating NCSU's mission to internal and external audiences. This position will manage all phases of communication including print, electronic media, and publications and will serve as University spokesperson.

Qualifications: The Associate Vice Chancellor for University Relations should hold a Master's degree or have equivalent experience in communications, public relations, journalism, or other related field and have 5-7 years experience managing creative people.

Applications: Submit letter of application, resume, and three references by July 20 to Ms. Frances M. Adams, Office of Institutional Advancement, North Carolina State University, P. O. Box 7505, Raleigh, NC 27695-7505. Salary commensurate with qualifications and experience.

Equal Opportunity, Affirmative Action Employer

he with community leaders and groups. Competitive not profit salary. Cover letter and resume to Mary Adams, President, National Director, Delta Sigma Theta, 1100 S. 1st Street, Suite 100, Washington, D.C. 20003. Send letter of application, resume, and three references by July 15, 1992.

Science Education: The University of the West Indies, St. Vincent, invites applications for the position of Lecturer in Science Education. The position is for a full-time position in the Department of Science Education, Faculty of Education, University of the West Indies, Mona, St. Vincent. The position is for a full-time position in the Department of Science Education, Faculty of Education, University of the West Indies, Mona, St. Vincent. The position is for a full-time position in the Department of Science Education, Faculty of Education, University of the West Indies, Mona, St. Vincent.

Science Education: The University of the West Indies, St. Vincent, invites applications for the position of Lecturer in Science Education. The position is for a full-time position in the Department of Science Education, Faculty of Education, University of the West Indies, Mona, St. Vincent. The position is for a full-time position in the Department of Science Education, Faculty of Education, University of the West Indies, Mona, St. Vincent. The position is for a full-time position in the Department of Science Education, Faculty of Education, University of the West Indies, Mona, St. Vincent.

Scholarship Development Management: Area Director - Affirmative Action. National non-profit organization and service foundation seeks a professional to develop and manage the scholarship program of the American Society for the Advancement of the Negro. The position is for a full-time position in the Department of Scholarship Development, American Society for the Advancement of the Negro, 1100 S. 1st Street, Suite 100, Washington, D.C. 20003. Send letter of application, resume, and three references by July 15, 1992.

Memphis State University VICE PRESIDENT FOR ADVANCEMENT

Memphis State University seeks applications and nominations for the newly created position of Vice President for Advancement. The University is a comprehensive, urban university with 20,000 students located in a pleasant residential setting of Memphis, a metropolitan area of approximately one million people.

As a member of the President's senior management staff, the Vice President will have responsibility for the planning, organization and administration of the University's fund-raising and alumni activities. This advancement position will be responsible for the cultivation of large donors, development of a significant planned giving program and the direction of the University's educational foundation.

Minimum qualifications include:

- Demonstrated experience in organizing and managing high-level volunteer campaign structures.
- Experienced fund raiser with a high level of interpersonal, communication and organizational skills.
- Proven record of accomplishment and a demonstrated ability to work well with potential sources of top-level gift support, as well as with University officials, volunteer leaders and campus fund-raising personnel.
- Minimum of five years of increasingly responsible experience in annual giving, capital campaigns, and alumni affairs. Comparable comprehensive experience at the senior executive level in a large, complex organization will also be considered.
- Familiarity with contemporary issues and methods in higher education institutional advancement and philanthropy.
- Technical expertise, personal attributes and energy to lead various other advancement activities of the institution.
- Ability to work with a highly productive faculty in identifying educational programs for which fund raising is required and in involving faculty in articulating these needs to potential donors.
- Master's or doctoral degree in a discipline relative to the position preferred.

Salary will be competitive and commensurate with qualifications. Screening of candidates will begin on July 24, 1992 and continue until the position is filled. Applications, credentials and nominations should be submitted to:

Search Committee, Vice President for Advancement
Office of the President
Memphis State University
Memphis, Tennessee 38152
An Equal Opportunity/Affirmative Action University



ASSOCIATE VICE CHANCELLOR FOR FACILITY MANAGEMENT

The University of North Carolina at Chapel Hill invites applications for the position of Associate Vice Chancellor for Facility Management. The Associate Vice Chancellor supervises the departments of Physical Plant, Utilities, Facilities Planning and Design, Construction Administration, Property and Transportation and Parking. These departments collectively employ over 1,200 full-time employees and have budgets that exceed \$60 million. The Associate Vice Chancellor reports to the Vice Chancellor for Business and Finance.

Responsibilities: The Associate Vice Chancellor is responsible for the maintenance and operation of University facilities and grounds, consisting of 9,500,000 square feet of facilities and 3,700 acres of land, including 750-acre campus; mail service; telecommunications; steam, electrical and energy management systems; facilities planning and development; construction plans; management of construction, with construction in progress at \$193 million; real and rental property management; risk management; and transportation and parking.

Qualifications: Candidates must have demonstrated leadership skills and successful experience in the management of a complex organization. An engineering or architectural degree is required. An MBA, professional registration, or commensurate experience is desirable. Facilities management experience in an institution of higher education or governmental agency is preferred.

Salary: Competitive and commensurate with qualifications and experience.

Applications: Applications will be received beginning immediately and until August 15, 1992. Applications and nominations should be sent to: Chair, Associate Vice Chancellor Screening Committee, University of North Carolina at Chapel Hill, Business and Finance, CB #1000, 300 South Building, Chapel Hill, NC 27599-1000.

EQUAL EMPLOYMENT OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

knowledge of recent advances in science education; demonstrated ability to plan and manage human and financial resources; and effective written and oral communication skills. We offer a salary commensurate with experience and an exceptional benefit package. Please send letter of application, resume, and three references to: Director of Human Resources, University of North Carolina at Chapel Hill, Box 26170, Chapel Hill, NC 27599-2617. Deadline: August 15, 1992. AA/EEO.

Spanish: Temporary instructional position in Spanish. Non-tenure track, one year appointment, possibly renewable. Full-time.

VICE PRESIDENT FOR ACADEMIC AFFAIRS University of Guam

Under the administrative direction of the President, the employee in this position works with wide latitude in the exercise of independent judgment and action to pursue effectively the academic missions of the University of Guam. The Academic Vice President is assisted in carrying out these duties by an Associate Academic Vice President.

Major Responsibilities: Supervises programs in the area of admissions and records, curriculum, instruction, research, library services, student affairs, continuing education and the computer center. Coordinates and develops the academic budget. Reviews and implements academic policies and regulations. Reviews and acts on personnel decisions. Delegates responsibilities and authority appropriately. Directs and encourages curriculum development, faculty development and academic innovation.

Minimum Qualifications: Earned doctorate from an accredited college or university; administrative experience in a four-year college or university; record of effective teaching, research, and service demonstrated by having earned senior faculty rank; U.S. Citizen or U.S. permanent resident; demonstrated understanding of academic issues; knowledge and skill in budgeting, personnel procedures, academic advisement, and evaluation of programs and personnel.

Desirable Qualifications: Dynamic leadership qualities; strong organizational, human-relations and communications skills; proven ability to obtain and administer grants and contracts; experience with diverse multi-ethnic populations, preferably Asians and Pacific Islanders.

Salary: \$70,985.00 - \$86,508.00 per Annum
Three-Year Initial Contract (this is a non-tenure track position).

Application Process: Submit current vita, an official transcript from institution awarding the highest degree and unofficial transcripts of other degrees earned, three current letters of reference sent directly from persons knowledgeable about the applicant's academic and administrative performance, and request for official application form to: Dr. Michael McCarthy, Vice President for Academic Affairs Search Committee, c/o Personnel Services Division, UOG Station, Mangilao, Guam 96923.

Application Deadline: To ensure full consideration, all required application documents must be postmarked no later than September 1, 1992.

For more information, call (671) 734-9109, 734-9535, or call Dr. John Rider toll free at 1-800-821-9233. EEO/AAE.

Associate Vice President for Enrollment Management

TEMPLE UNIVERSITY, located in the Philadelphia metropolitan area, is a senior comprehensive, public research university with the campuses including a major health center and a student enrollment of approximately 30,000.

Applications and nominations are being sought for this newly created position. The Associate Vice President reports to the Vice President for Student Affairs and will be responsible for directing and coordinating the units associated with enrollment services. The Office of Undergraduate Admissions, Office of Financial Aid, Office of Student Financial Services and Office of the Registrar. Minimum requirements include a Master's degree and five years of university administrative experience, including staff and budget supervision and competence with computerized data-based systems. Candidates should have substantial leadership experience and a sophisticated understanding of enrollment planning strategies, including marketing research, admissions, recruitment, financial aid and financial counseling systems. The position requires outstanding organizational and analytical abilities and strong interpersonal skills. The Associate Vice President must have the ability and commitment to work in a complex and diverse community.

Screening is expected to begin on July 1, 1992 and will continue until a suitable candidate is identified. Applicants should include a letter of intent, resume and three references and phone numbers of three references. Please address nominations and applications to: Harry A. Young, Director, Employment and Employee Relations, Personnel Services, Temple University, University Services Building, Personnel Dept., Room 203, 1801 North Broad Street, Philadelphia, PA 19122. An equal opportunity/affirmative action employer. M/F/V/J/V.

Choose — TEMPLE

temple-track Assistant Professor, predoctoral, native or non-native fluency. Preference to candidates with experience in teaching and research in the area of Spanish language and culture. Experience in teaching and research in the area of Spanish language and culture. Experience in teaching and research in the area of Spanish language and culture. Experience in teaching and research in the area of Spanish language and culture.

Special Education: Assistant Professor, predoctoral, native or non-native fluency. Preference to candidates with experience in teaching and research in the area of Spanish language and culture. Experience in teaching and research in the area of Spanish language and culture. Experience in teaching and research in the area of Spanish language and culture.

EXECUTIVE DIRECTOR The Peabody Museum/ Essex Institute of Salem

The esteemed Peabody Museum and Essex Institute of Salem, Massachusetts, have just merged and are seeking an Executive Director to direct the combined entity. This is an unprecedented opportunity for someone to provide vision and strong leadership in reinterpreting, marketing, and managing two magnificent allied sites of collections while expanding their local, national, and international audiences.

The merged institution projects an annual operating budget of \$3.5 million. A fund-raising campaign to increase endowment (currently at \$2.5 million) and provide new capital funds is anticipated.

The new Executive Director must be an adroit agent of change, with outstanding communications, managerial, fund-raising, and political skills. Candidates must have a demonstrated sensitivity to and interest in, if not formal credentials, in the visual arts and in American and world history.

Respond in confidence to:

Karen A. Wilcox
Lawrence, MA 01840
334 Bayview Street
Boston, MA 02116
FAX: 617-262-6809

Gift Coast and Lakes. Submit resume and letter of application to Dr. William G. Morgan, Head, Department of Special Education, P. O. Box 109, SLU, Hammond, Louisiana 70402. Applications will be accepted until position is filled. SLU is an AA/EEO employer.

Special Education: Northwest Missouri State University invites applications for a State University position in the Department of Curriculum and Instruction. The position is for a full-time position in the Department of Curriculum and Instruction. The position is for a full-time position in the Department of Curriculum and Instruction. The position is for a full-time position in the Department of Curriculum and Instruction.

Special Education: Assistant Professor, predoctoral, native or non-native fluency. Preference to candidates with experience in teaching and research in the area of Spanish language and culture. Experience in teaching and research in the area of Spanish language and culture. Experience in teaching and research in the area of Spanish language and culture.



ASSISTANT VICE PRESIDENT Facilities Planning & Management

Wayne State University is an urban research institution with over 100 buildings situated on approximately 105 acres in Detroit, Michigan. Wayne State is seeking an experienced facility manager for the position of Assistant Vice President for Facilities Planning and Management.

The Assistant Vice President directs planning efforts including budgeting, capital project requests, architect selection, design supervision, campus planning and interior design, plus physical plant operations including construction, maintenance, custodial and grounds. Wayne State University is a leader in recognizing and funding deferred maintenance needs.

The facilities workforce consists of 350 employees represented by 8 unions. The Assistant Vice President reports directly to the Senior Vice President for Administration and Finance.

A bachelor's degree in architecture or engineering, five to seven years of applicable managerial experience in the public sector, and professional registration are required. An advanced degree in engineering or architecture, university experience, and demonstrated success in a unionized environment are desirable.

Salary and benefits are attractive. Position available July 15, 1992. Please send resume and salary history to the address listed below:

Wayne State University
Employment Services
100 Ann Arbor, Room 263
Detroit, MI 48202
Posting #774

Wayne State University is an affirmative action, equal opportunity employer.

and technical in nature, as well as programs designed for transfer purposes. West Virginia State College is a historically black college which has evolved into a fully accredited, racially diverse, and multi-campus institution. The college enrolls a wide range of students and offers a variety of programs in the arts, sciences, and professional fields. The college is seeking a person to fill the position of Assistant Vice President for Facilities Planning and Management. The position is for a full-time position in the Department of Facilities Planning and Management. The position is for a full-time position in the Department of Facilities Planning and Management.

Student Activities: Coordinator, Leadership Development Program, Ohio State University. The position is for a full-time position in the Department of Student Activities. The position is for a full-time position in the Department of Student Activities. The position is for a full-time position in the Department of Student Activities.

End Paper



The Vicissitudes Faced by American Modernists

ON THE AUSPICIOUS OCCASION of his exhibition at the Museum of Modern Art in 1930, one front-page headline read, "Weber, Once Held 'Lunatic,' Given Big Show." It was reluctant, indeed almost damning, praise, particularly considering the magnitude of the honor at hand, yet it epitomizes the vicissitudes faced by Max Weber and his fellow American modernists. In fact, Weber had by that time received substantial recognition within the small coterie of the art world and was respected for his knowledge, ideas, and experimentations. Very early in his career, during his first New York show, he was honored with the patronage of Arthur B. Davies and earned the interest of the esteemed Robert Henri. In mid-career, he became the first American artist celebrated with a retrospective at the Museum of Modern Art . . . and the second so recognized by the Whitney Museum of American Art. Yet his reception by the popular press was mixed at best. Even in 1930—over fifteen years after their creation—Weber's still-unfamiliar abstractions were mocked and derided, as too was the cause of "advanced" art: "The . . . canvases range from tortured expressions of an ingrowing mind and a groping hand to vapid grotesqueries . . . or dull arrangements of women's bodies—or rather the bodies of an arthritic race of his own conception. . . . In an age of egotism—where painters bow to their souls first and their art afterwards—Max Weber is outstandingly selfish."

Such biting period criticism indeed seems a humorously bombastic historical curiosity today. However, the public's derogatory and disheartening response to new artistic expressions (which to this day has an unfortunately familiar ring) often negatively affected the American artistic personality; Weber's career, for example, was marked by lingering bitternesses. The vitriolic judgement of the masses became—in the most confident times—a strange kind of validation, a badge of avant-garde courage. . . . Weber wrote about his solo exhibition at the Newark Museum: "As for my pictures on view, I only wish I could have more advanced ones; but, as you said, these will do splendidly to begin 'trouble' with."

With his break from the close-knit Stieglitz circle in early 1911 and withdrawal from the prestigious and pivotal Armory Show two years later, Weber found himself caught between the politics of the art world and the public's hostility to advanced art. Barely in his thirties and one of the most knowledgeable and forward-thinking artists of his generation, he saw his predicament as undeserved and disappointing. Yet Weber's plight was hardly atypical, for contemporary artists in America were faced with the reality of inherent conservatism and a national pragmatism that left little respect for their aesthetic endeavors. The climate was quite unlike that of Europe, in whose venerable artistic history and values Weber was schooled.

At the height of his exuberance, Weber faced the chasm between his aspirations and those of an uninitiated public who tended to see such pictorial exploration as a frontal attack. Morality, not just aesthetics, was at stake. In 1915, one reporter summed up the outrage: "Art courage is as desecrated to-day as scientific fervor was in the Middle Ages. Yet without the spirit of the inventor what is art?"

An exhibition of more than 60 paintings and drawings by the American cubist Max Weber (1881-1961) will be at the Corcoran Gallery of Art through August 9. "Max Weber: The Cubist Decade: 1910-1920" will then travel to the Albright-Knox Art Gallery, Buffalo, N.Y. (September 12-October 25); the Brooklyn Museum, Brooklyn, N.Y. (November 13-January 10, 1993); and the Los Angeles County Museum of Art, Los Angeles (February 18-April 25, 1993). The text above by Susan Krane, curator of 20th-century art at the High Museum of Art, Atlanta, is excerpted from her introduction to the exhibition's catalogue. The catalogue is published by the High Museum of Art, which organized the exhibition. Percy North, associate professor of art history at Montgomery College, was co-curator of the exhibition, with Ms. Krane, and author of the catalogue.

Government & Politics

Department reorganize its Office of Financial Assistance has, accounts, been the most difficult to carry out. Michael J. Farley, a New Hampshire businessman who was charged with the task, he was hired in April 1991 to be Deputy Assistant Secretary, reorganizing the office in what was a dispute with his superior over the reorganization.

Doing Out a Plan

Mr. Riso reworked the plan after Mr. Farrell. Recently approved by the union that represents federal workers, the plan means reassigning some employees immediately and others the course of several months. The plan, Mr. Riso said, should give the student-aid office by giving various functions. The department's regional representatives, who are often the first points of contact for college officials, will be better connected to their offices in Washington, he said.

The reorganization plan would create separate offices for Pell grants, student loans, and other programs in favor of separate offices that would perform various related to all programs. The Policy, Training, and Analysis Service, for example, would handle legislation and regulations, assess trends in student aid, disseminate information on the program, and help train aid officers. Accounting and Financial Management Service would continue on improving accounting all aid programs.

Some critics contend that the department is moving too slowly with the plan. Sen. Tom Harkin, the Iowa Democrat who heads the Senate subcommittee that writes the Education Department's budget, said the unapproved plan is an example of the department's failure to follow through on promises reform.

The Quality of Data

"Someone's not really minding before in terms of bringing better management practices to the Department of Education," Mr. Harkin said in an interview.

Other observers in higher education and on Capitol Hill are concerned with the quality of the department's student-aid data. "If you don't get the data systems up to a matter of greatest priority, this cannot possibly improve," said one Congressional aide.

Four data have continued to get the department into hot water in the past year. Many observers point to the department's failure to predict that the recession would increase demand for Pell Grants by \$1.5 billion in the 1991-92 and 1992-93 academic years.

The department's own internal technology also has continued to fall away at the agency's record keeping. Inspector General James Thomas, Jr., told a Senate hearing last month that the department had not performed the fundamental task of preventing people who had defaulted on student loans from getting new loans.

He estimated that the department had made more than \$200 million in loans in the 1991-92 academic year, and awarded more than \$100 million in Pell Grants to people who should not have been

eligible because of their unpaid debts.

"The authorization of additional student financial assistance for borrowers who previously had defaulted on federally insured loans has been a major concern," Mr. Thomas said at the hearing. He added that the problem had continued even though he had first raised the issue in April 1986.

The Inspector General's "Semi-annual Report to Congress," released last month, also blasted the department for keeping its financial records in such disarray that "the general ledger cannot be used to produce accurate and auditable financial statements."

Mr. Riso acknowledged the problem with the Pell Grant estimates, noting the difficulty of fore-

casting demand for the program years in advance, as the budget process demands. Nevertheless, he said he had hired a consultant to assess the quality of the computer model that is used to predict the cost of the Pell Grant program.

Cross-Matching Applicants

Mr. Riso said he also had moved quickly to stop loans and grants to defaulters. The department has spent \$435,000 to modify its contract with the company that processes aid applications, to require it to cross-match the applicants with a list of 4 million defaulters.

The cross-match is a stopgap measure, Mr. Riso said, until the department has the new National Student Loan Data System running by the end of 1993. Some critics,

however, including the Inspector General, say that completion date is overly optimistic.

Congress approved the data base in 1986, but department officials dragged their feet because they objected to restrictions that lawmakers put on its use. The restrictions were removed in 1989, and the department asked for bids on the project in May 1992.

The system is expected to give the department borrower-by-borrower information on the size of loans, characteristics of the students, and their repayment histories. It should also improve the quality of the default-rate data that the department uses to expel institutions from the loan programs.

In the short term, however, department officials have appealed to

the 47 guarantee agencies to improve their default data so that the department will have a stronger hand when institutions challenge the figures. But college officials who have already battled the department over the data predict that more problems lie ahead.

Leland W. Myers, federal liaison officer for the California Community Colleges, said he did not think the data would be improved anytime soon. His experience in helping to save eight community colleges from being barred from the loan programs has persuaded him that the department has big problems with the information that it collects from guarantee agencies.

"I think they're still in terrible trouble, and they're just not telling people," Mr. Myers said.

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Supercollider Scientists Left Dazed and Angry by Vote to Kill Project

By KIM A. McDONALD

WASHINGTON
Scientists who have devoted their careers to the Superconducting Supercollider reacted angrily last week to the House of Representatives' vote to end construction of the \$8.25-billion subatomic-particle instrument near Dallas.

Many complained that the action not only was a personal blow, but sent a clear message to scientists around the world that the United States is not a reliable partner in international scientific collaborations and is renouncing its leadership in high-energy physics.

"It's an absolute disaster," said S. Peter Rosen, dean of science at the University of Texas at Arlington. "The United States has been the world leader in this field since the Second World War. For Congress to almost willfully kill the field is a national disaster."

'We Made a Terrific Start'

Mr. Rosen, a high-energy physicist, said many universities in Texas and other states had strengthened their physics departments in recent years, hiring new faculty members to work on the supercollider, which was scheduled to be completed in 1999.

"We made a terrific start," he said, adding that his institution had recently hired three scientists to work on the supercollider. "And that will just be blown away."

Although Mr. Rosen and other scientists hope to persuade the Senate to approve the \$650-million requested by President Bush for the project in fiscal 1993, many say that much of the damage has already been done.

George H. Trilling, a professor of physics at the University of California at Berkeley who heads the Solenoidal Detector Collaboration, an organization of 900 scientists from more than 10 countries that is designing and constructing one of two large experiments for the supercollider, said the House vote would now make it more difficult to get other countries to commit resources to build the detector.

"There is no question that the action sends an extremely negative signal to U.S. collaborators," he said. "I am especially concerned about the signal it sends to Japan," he added.

'Extremely Demoralizing'
Japan is negotiating with U.S. officials on its contribution to the supercollider and may also offer a major commitment to his solenoidal detector.

Besides the potential loss of funds, Mr. Trilling said the decision by the House is having an "extremely demoralizing" impact on scientists in his organization.

"There are quite a few people who have made major commitments of their lives to this project and their careers are now in limbo," Mr. Trilling said. "To have people's careers and lives at the mercy of political winds is devastating."

Mr. Rosen of the University of Texas said the morale of many young high-energy physicists had been diminished by the action.

"A lot of young people have talked to me already," he said. "One young assistant professor at Southern Methodist University said, 'What am I going to do now? I could easily design video games for two times the amount of money I'm making.' These are the sorts of thoughts physicists are having as a result of the vote."

Although many scientists had opposed the supercollider, fearing its high cost would squeeze out smaller research efforts, their criticism was noticeably muted last week, as they recognized the dire consequences for their colleagues.

In addition to the losses to scientists, killing the supercollider now would mean that the approximately \$1-billion that the federal government has spent would end up serving no scientific use.

Rep. Sherwood L. Boehlert, a New York Republican who led the fight to kill the huge project, said "any sensible taxpayer anywhere in America will realize" that cutting the government's losses now is better than continuing to spend billions of dollars more on an effort that will siphon money away from other, more worthwhile scientific programs.

"The rest of the scientific community should stand up and cheer," he said.

But Robert L. Park, head of the Washington office of the American Physical Society, said many of the scientists in his group who initially opposed the supercollider now supported it, because they believed Congress had made a firm decision to begin building the project.

"I think the supercollider did have something to offer science," he said.

Rep. George E. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology, said in a statement following the House vote:

"I can think of no comparable situation where human society decided that it could not afford the next level of understanding in a field of science. In this sense, the damage is far greater than simply the loss of U.S. leadership in high-energy physics. What we really are talking about is



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Government & Politics

Bush's School-Choice Proposal Seen as Potential Source of College Funds

By THOMAS J. DELOUGHRY

WASHINGTON

President Bush last week received his call for tuition vouchers for schoolchildren and suggested an idea that could be a source of funds for college campuses.

At a ceremony on the White House lawn attended by 1,200 parents, children, educators, and other proponents of "school choice," the President signed an order to transmit his "ot Bill for Children," to Congress. The legislation would carry out a plan Mr. Bush first mentioned in the budget request for fiscal 1993 that he sent to Congress in January.

Under the plan, the federal government would spend \$500-million on grants to states to subsidize private schools that allow the parents of low- and middle-income students to choose schools for their children.

That prospect is especially appealing to many parents of children at a time when the federal government is cutting back on grants to states to subsidize private schools that allow the parents of low- and middle-income students to choose schools for their children.

The federal government would provide the programs with \$1,000 a year per child, which could be supplemented with local, state, or private funds—to pay for private-school tuition, public-school costs, or out-of-pocket expenses.

Education Secretary Lamar Alexander told reporters that 30 million children would be eligible for the program. They would qualify if their family income was below either the local or the national median income, whichever was higher. Mr. Alexander said the national median income in 1989 for a family of four was \$40,000.

Mr. Alexander said the Administration's proposal would pay for 500,000 students and demonstrate

be used for "enrichment" programs that many colleges have for high-school students. "Some programs are already in place, and this may be an encouragement to develop others," he said.

Mr. Marker added, however, that he was unsure whether the funds would be enough to pay for the programs and the costs of getting students to the campuses. "I guess we'll have to wait and see."

Ted Marchese, vice-president of the American Association for Higher Education, said his organization supported efforts to get colleges to work with schoolchildren, but he said the proposed legislation would not be approved anytime

soon. "It's sort of a non-starter," he said.

Mr. Marchese and others noted that Democrats in Congress had made it clear in the past that they were opposed to school-choice programs. Democrats have argued that vouchers would cause more middle-income students to flee public schools and that such programs are unconstitutional because they would spend federal funds in religious schools.

Critics Charge Politics

Critics charged last week that President Bush was kowtowing to religious conservatives to strengthen his political base. They charged

that the legislation had been sent to Capitol Hill too late for it to be approved, even if Democrats were willing to accept it.

President Bush told the White House gathering that the legislation would strengthen public education the same way the GI Bill and Pell Grant program had strengthened public universities. He said the share of students attending public colleges had increased since the GI Bill became law in 1948, even though veterans were free to attend private colleges.

"No one told the GI's they couldn't go to SMU, Notre Dame, Yeshiva, or Howard," the President said. "It helped create the

best system of colleges and universities in the entire world."

President Bush also argued that the vouchers would not constitute aid to religious organizations. "This is aid to families, not aid to institutions," he said.

Secretary Alexander, who lobbied for the plan last week on the "700 Club," a religious television program, denied that the Administration was playing politics. He argued that an election year was not "a particularly propitious time" for President Bush to lobby for such a controversial bill.

Mr. Alexander said the Administration would come back with the legislation next year if President Bush is re-elected. "The Berlin Wall came down after a while, and this will pass just as suddenly." ■

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Florida's Prepaid-Tuition Program Stirs Skepticism Amid Success

By GOLDIE BLUMENSTYK
If numbers alone were a measure, the Florida Prepaid College Program would be an unqualified success.

While similar plans in other states have bogged down in legal and political disputes, Florida's program has grown to be the largest in the nation.

Now in its fifth year, the program has enrolled more than 123,000 participants, is sitting on a \$26-million surplus, and generates about \$33-million in annual revenues for the various businesses that help sell and manage it.

But while the program shows all outward signs of success, some politicians and educators still worry that the state has underestimated the political and financial repercussions from the program.

State auditors have also questioned whether the program is really the best way for families of modest means to save for college.

In many respects, the Florida effort provides the best test yet of an idea that proponents have claimed could revolutionize higher-education finance and that detractors have charged is a ticking time bomb. Not only is the program large, but it is old enough for the state to have made adjustments in response to early criticism.

Similar to Michigan's Plan

Like the plan initially proposed for Michigan by then-Gov. James J. Blanchard in 1986, the Florida program allows families to prepay future costs of college tuition at prices close to current costs. The State of Florida has guaranteed it will cover the costs of all contracts if investment earnings do not keep pace with tuition costs.

Many states have considered similar programs, but only Alabama, Alaska, Florida, Michigan, Ohio, and Wyoming actually operate them.

For higher-education officials in Florida, the biggest fear about the program is that the state won't have room at its public colleges. As many as 80,000 additional students are expected by 2000.

Enrollees in the program are not

guaranteed admission or dorm space (Florida also sells prepaid housing contracts). But some state officials fear families buying prepaid tuition contracts today could be disappointed—and bitter—if their children can not get into a Florida college. The state has approved the creation of a tenth university, but not the money for it.

Financial considerations also concern some program skeptics, who note that the higher-than-projected tuition increases of recent years could continue in the future.

The program is based on the assumption that public-university tuition will increase by 7.5 per cent annually. Tuition at the state universities increased by an average of 3.6 per cent from 1988 to fall 1989, and by averages of 12.6 per cent and 12.3 per cent in succeeding years.

Better Investments Cited

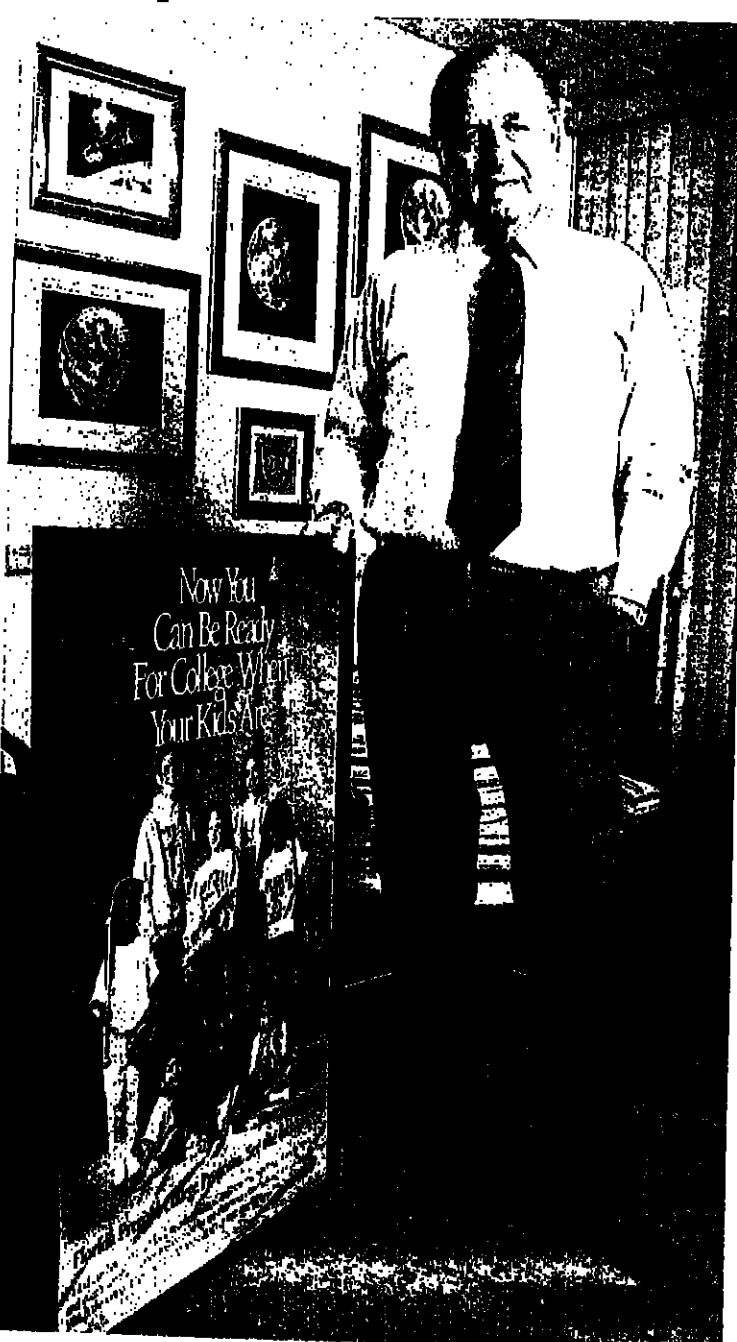
Financial planners and at least one state legislator have also criticized the program, saying families saving for college could do better with investments that provide a hedge against costs of college besides tuition and housing.

"There's nothing extraordinary about the return that you're getting," says State Rep. Jack Ascherl, the only member of the Florida House of Representatives to vote against the program back in 1988. A financial planner himself, Mr. Ascherl says friends and colleagues often ask him about the plan. "I've never hesitated to tell them, 'I wouldn't buy it if I were you,'" he says.

Program officials concede its limitations. "We have never said that this is something that everybody should buy," says William W. Montjoy, executive director of the program. "We just try to make it easy to save for college."

The state audit, released in March, praised the program for prodding families to start saving for college. But the audit suggested that even some of those who had signed up may not benefit.

The audit said that a disproportionate number of enrollees who had canceled their contracts were



Stanley G. Tate, head of the Florida Prepaid College Program: "We know that our sales are directly related to advertising."

from minority and low-income households. Most of those who canceled said they could not afford to keep up the monthly installment payments. Those who cancel contracts get their money back, but without interest. The overall cancellation rate is about 10 per cent. "It has been a good middle-class program," says Charles B. Reed,

chancellor of the State University System and a member of the program's board. And does it help those from needier families? "It has been a good middle-class program," Mr. Reed says again. The audit also said that participation in the program was "a major risk" for those whose children were years away from deciding where to go to college. Contract purchasers whose beneficiaries do not attend college or who attend outside the state get their money back, but without interest.

In response, the board that oversees the program has asked the Legislature to amend the prepaid-tuition law to allow contract holders to use their tuition benefits outside the state—at a value equal to the average tuition at Florida's public community colleges or universities. The request is pending.

Learning From Mistakes
The board's readiness to change its operation in the wake of criticism is typical.

Throughout the program's short history, its operators have taken pains to learn from the missteps of other states and to correct failings identified by critics.

For example, the board agreed to change its promotional brochures after state auditors and others complained that the material did not adequately explain that the

contracts cover only tuition and not additional fees charged by institutions. The fees can be as much as 25 per cent of the college charges.

Last year, in response to low enrollment rates among minority groups, the program designed about 10 per cent of its advertising budget for news and radio stations that cater to minority audiences.

'A Very Costly Program'

Of the 82,998 contracts purchased that identified the beneficiaries' race before the 1991 enrollment period, 3 per cent of beneficiaries were identified as black and 6 per cent as Hispanic, state where more than 24 per cent of the school-aged children are black and nearly 13 per cent Hispanic.

Altogether 97,239 tuition contracts had been sold. Of the two-thirds of those purchases, indicated their family income per cent said their income was greater than \$50,000, and a total 19 per cent said it was \$40,000.

Stanley G. Tate, the businessman who has chaired the program since its inception, acknowledges the program's price could discourage some families. In 1991, a contract for four years of tuition education cost \$4,358 for a newborn child. Even with the kinds of monthly installment payment options, for a needy family, "this is a very costly program," says.

To help needy families take advantage of the program, the state gave \$1.2-million—eventually matched by private donations—to a foundation that is buying prepaid contracts for students from families with incomes that qualify for free school lunches.

But Mr. Tate, who changed the program constantly, says merit support, even if it means family sacrifice.

To pound home that message each year the board undertakes intensive marketing drive from October through January. The campaign includes brochures, public service announcements, and cutouts that can be checked out free from video stores. The program describes the program and the need to save for college in general.

Bombarded by a Slogan

The publications feature photographs from prominent Florida politicians, including U.S. Senators and state cabinet members. "I want them supporting my program," says Mr. Tate.

During the four-month period Floridians will be bombarded with the slogan, "Now you can be ready for college when your kids are." Says Mr. Tate, "We know our sales are directly related to advertising."

In the early years of operation the job of marketing the program was handled by one of Florida's major financial institutions, the First National Bank. Since 1991, First National Bank has been the exclusive distributor agent.

During the marketing period bank employees don college shirts to generate excitement. The bank is paid \$32 for each

Government & Politics

the first 25,000 contracts it sells and slightly less for additional contracts. Since July 1991, it has taken in more than \$905,000. Gene Kennedy, director of marketing for First Union, says the business was not overly profitable because the bank has many start-up marketing costs to recover from its fee, but adds, "We're hoping it will be profitable for us in years to come."

A Disappointment

For Barnett, losing the prepaid program's business was a disappointment. But Paul Coldagelli, manager of "affluent market" business at Barnett, says the selection of First Union freed his institution from concerns that the prepaid business would inhibit Barnett from selling mutual funds and other products as college investments.

Mr. Coldagelli says his bank's products offer advantages over the state's prepaid program. "Even if the person was planning to go to Florida" for college, he says the state program might be too limiting for some clients because it only covers tuition and housing. While not criticizing the Florida program directly, Mr. Coldagelli says, "The majority of the costs of college are not covered by the program."

Although it no longer sells prepaid-tuition contracts, Barnett still makes money from the program. A subsidiary, art services, maintains the records and processes payments for the program. The contract for records administration was worth \$1.48-million in 1990-91 and at least \$1.6-million in the current year.

The company that manages the program's investments, United States Trust, was paid more than

\$165,000 in 1990-91, and an additional \$189,000 this year. Its payment is based on the value of the assets, which had a market value of \$271.9-million as of March 31.

Comfortable Cushion

Actuaries at Ernst & Young have determined that, as of August 1991, the program had a surplus of \$26-million, down \$1-million from a year ago but still a comfortable cushion. Ernst & Young's calculations assumed that \$10-million of that surplus would come from savings in interest the fund would not have to provide on contracts that are canceled or refunded because the beneficiary attended college outside Florida.

The company also tested how unusually high tuition and dormitory-fee increases could affect that surplus. It found that five years of 10-per-cent tuition increases plus dormitory increases of 6 to 9 per cent would drop the surplus to \$6-million; 10-per-cent tuition increases for 10 years would create a \$7-million deficit.

Robert B. Crompton, senior manager at Ernst & Young, says the tests show the program is sound because successive years of such increases are unlikely. "I would be surprised by any scenario" that reduces the surplus below \$20-million, he adds.

Mr. Montjoy says the surplus is the best evidence of the program's financial strength.

As for its soundness as public policy, Mr. Montjoy and Mr. Tate defend the program unabashedly. Other investments may pay better, but the prepaid program and its attendant publicity ultimately promote savings for college.

That is still far better, says Mr. Montjoy, than "misguided public policies that have increased reliance on debt as a method of financing a college education."



State Rep. Jack Ascherl: "I've never hesitated to tell them, 'I wouldn't buy it if I were you.'"

Collaborative Role on State Problems Urged for Colleges

By ROBERT L. JACOBSON

The Western Interstate Commission for Higher Education has called on public colleges and universities to seek new, collaborative efforts to solve their states' economic and social problems. It said such action was needed in light of growing economic competition from abroad and long-term fiscal constraints at home.

Through 17 policy recommendations adopted in Bismarck, N.D., at its semi-annual meeting, the commission laid out an ambitious blueprint for each state to devise "a strategic agenda that signals a new statewide perspective for higher education."

Involvement With Schools

State financing policies should support the goals of such an agenda, the commission said.

In general, leaders of the 16-state organization, known as WICHE, agreed that academic institutions were crucial to economic development. In particular, the group advocated "campus-wide involve-

ment" with public schools and teacher preparation, and called on state colleges and universities to view that role as their primary collaborative activity with other institutions, businesses, and government agencies.

The commission said academic institutions should take the lead in supporting racial and ethnic diversity. It said colleges should be able to show that they are making progress in helping students succeed and in accommodating a new clientele of "life-long learners, place-bound students, part-time students, working adults, re-entry adults, individuals in rural communities, and members of underrepresented racial and ethnic groups."

Other recommendations would make state higher-education agencies accountable for the performance of academic institutions and link the hiring, review, and promotion of faculty members to their commitment to teaching and other aspects of the proposed agenda.

The WICHE leaders recommended that colleges stress "a rigorous

and integrated curriculum that blends liberal arts with vocational, technical, and professional education." Another proposal would eliminate "barriers to the increased use of technology" in higher education, including "traditional faculty reward and promotion policies and state funding formulas."

Distinct Missions Sought

A preliminary report that was discussed at the Bismarck meeting referred to criticisms that had been directed at higher education in recent years and concluded that colleges' missions should be more distinct from one another. The report said that most state policies were "guided by attention to individual institutions," rather than to systems of institutions, and that the policies thus reinforced a "press toward institutional sameness."

In addition, the report recommended giving more attention to applied research at a time when basic research tied to specific disciplines is dominant.

STATES NOTES

- South Carolina changes system for distributing student grants
- Black lawmakers in Pennsylvania criticize the state's colleges
- Hispanic groups offer settlement in Texas discrimination case

The South Carolina Tuition Grants Commission has changed the way it reserves awards for applicants planning to attend the 19 private colleges that take part in its aid program.

Currently, the grants are given on a first-come, first-served basis. Funds usually run out by the March before the start of the academic year for which students are seeking aid.

Under the new program, which will begin in fiscal 1993-94, grants will be made available to all eligible students who apply by June 30, 1993, for the coming academic year.

While more students will be able to receive money, the grants may be smaller. The program now receives \$17-million from the state; a total of \$35-million would be needed to keep the grants at their present size if all eligible students applied on time. If financing stays level, students can expect the maximum grant to be reduced by about 20 per cent. The top grant is now \$3,900.

The new policy should help students who plan to attend historically black colleges, because the admissions process for those schools usually continues into the summer, said Fred R. Sheheen, state higher-education commissioner. The old policy left about 2,000 eligible students a year without grants, a third of whom planned to attend black colleges.

Some college officials oppose the new policy. Judi F. Gillespie, financial-aid director for Presbyterian College, said: "It

waters down the amount so much that some students will have to choose a state school."

—SALMA ABDELNOUR

A report by Pennsylvania's Legislative Black Caucus hammers higher education in the state, saying colleges have "fucked the test" on educating black students.

The 100-page report is based on data from the 14 institutions in the State System of Higher Education, and from four state-related institutions. Eleven private colleges receiving direct aid from Pennsylvania were also included. An official of the state system said the report was misleading because it mixed data from the three different types of institution.

Direct state support for higher education topped \$10-billion in the 1980's, and white college enrollment increased by 24 per cent in the decade, the report states. But, excluding Lincoln and Cheyney Universities, both historically black colleges, black enrollment declined to 30,775 in 1989-90, from 30,847 in 1980-81. The drop came despite increases in the proportions of black students taking the Scholastic Aptitude Test and indicating an interest in college, said State Rep. Vincent Hughes, the caucus chairman.

Byron A. Wiley, director of social equity for the state system, said the decline in black enrollment had taken place because the number of black students graduating from state high schools had decreased.

When black students do go on to higher education, the report says, colleges have trouble retaining them. At 10 of 18 state-supported and state-related colleges, the difference between the retention rates of white students and black students is greater than 20 per cent.

Mr. Hughes said the high cost of a college education and an inhospitable campus climate were to blame.

—JOYCE MERCER

The plaintiffs in a class-action suit against the state of Texas offered a settlement last week that would roughly double the amount of money spent on higher education in south Texas.

The proposal, which is being considered by legislative leaders, would create dozens of new master's and doctoral programs and expand professional programs at colleges along the border with Mexico. It would cost the state an additional \$200-million a year for the next 10 years, increasing annual state spending on higher education by 10 per cent.

State legislative leaders have reacted cautiously to the proposal. However, if the parties do not settle the lawsuit, a court could order a plan that would cost the state more money. A state district judge ruled in January that Texas's higher-education system discriminated against border residents, and he gave the state until May 1993 to correct inequities. The state's appeal is pending.

—KATHERINE S. MANGAN

Tax on Earnings of Tuition Trust Fund Challenged by Michigan

A federal-court case could determine the fate of the Michigan prepaid-tuition program.

State officials have asked the court to overturn a 1988 ruling by the Internal Revenue Service and declare the program, the Michigan Education Trust, exempt from taxes on its investment earnings.

Lawyers for the program argue that under the Constitution and the federal tax code, MET should be immune from taxation because it is an integral part of state government. "MET is just one of the many tools employed by the State of Michigan to discharge its fundamental responsibility to encourage the education of its citizenry, albeit the most recent and most innovative tool," their legal briefs contend.

If MET wins, it could get back about \$23-million in taxes that it has paid since 1988, and save millions more in the future.

A decision upholding the IRS, however, would continue to hold the trust liable for tax payments and could give further ammunition to state officials who already have doubts about the long-term financial feasibility of the program.

A hearing on the case was held in January. A ruling is expected by the end of 1992, but appeals are likely.

Michigan officials suspended sales of new contracts in October 1991, and State Treasurer Douglas B. Roberts and Gov. John Engler, a Republican, have considered folding the program altogether.

55,000 Contracts Sold

Since 1988, MET has sold 55,000 contracts, and the trust has a market value of about \$460-million. Mr. Roberts cited concerns about the earnings potential of the MET fund at the time he suspended the sales, but he said he would feel

more confident of the program's long-term financial prospects if the tax ruling went in the MET's favor. The IRS is vigorously opposing Michigan's arguments.

The Michigan program differs from other prepaid programs, such as Florida's, because Michigan has not pledged to back the program if the trust's earnings are not sufficient to meet the costs. That independence, the IRS says, disqualifies the program from the immunity that other state programs enjoy.

"MET is essentially an investment fund operated to assist college savings efforts for the benefit of designated beneficiaries," IRS lawyers argue in court briefs.

Lawrence D. Owen, a lawyer representing MET, says such arguments show the IRS is out for money, not equity. "I'm convinced their position is driven more by the deficit than it is by the law," he says.

—GOLDIE BLUMENSTYK

Reauthorization of the Higher Education Act

Status of compromise bill: Approved by conference committee

PELL GRANTS

Present law: Neediest students are limited to the maximum grant or 60 per cent of their expenses, whichever is less. Part-time students are eligible for grants, but have been denied funds in appropriations legislation. Maximum authorized grant is \$3,100. 1991-92 maximum award is \$2,400. Total number of recipients: 3.6 million.

House: Neediest students would receive \$2,750 for living expenses plus one-quarter of tuition up to \$1,750 in 1993-94. Maximum grant would increase with inflation. Recipients in top tenth of high-school classes or top fifth of college classes would receive \$500 Presidential Scholarships. Part-time students would be eligible. Total recipients in first year: 4.8 million.

Senate: Neediest students would receive \$2,300 for living expenses plus one-quarter of tuition up to \$1,300 in 1993-94. Maximum grant would grow each year to reach \$4,800 in 1999-2000. Total recipients in first year: 4.2 million.

Compromise bill: Congress would be authorized to provide a maximum grant of \$3,700 in 1993-94, and to raise it each year to reach \$4,500 in 1997-98. Half of the portion of the grant in excess of \$2,400 would be for tuition. Therefore, a grant of \$3,700 would be made up of \$3,050 for living expenses and up to \$650 for tuition. Part-time students would be eligible.

GUARANTEED STUDENT LOANS

Present law: Size of Stafford Student Loan is determined by student's need. Maximum loan is \$2,625 a year for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students. Loans are made through banks and subsidized by government. Interest rate is 8 per cent and increases to 10 per cent in fifth year of repayment. Government pays interest while student is in college. Supplemental Loans for Students are available to graduate students and financially independent undergraduates at an interest rate of up to 12 per cent. Government does not pay in-college interest.

House: Stafford Student Loan program would be retained for needy students with interest rate of 8 per cent, which would increase to 10 per cent in fifth year of repayment. New "unsubsidized" Stafford loans that do not have in-college interest subsidy would be created for all students. Direct-loan pilot project would be established for limited number of institutions that would replace Stafford, supplemental, and parent loans on participating campuses. Stafford loan limits would be \$2,625 for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students.

Senate: Size of Stafford Student Loan would be determined by student's need. Loan limits would be \$3,000 a year for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$9,000 for graduate students. Interest rate would be 3.1 per cent above the 91-day Treasury bill rate up to a maximum of 9 per cent, and increase to as much as 11 per cent in fifth year of repayment. Government would pay interest while student is in college. Supplemental Loans for Undergraduate Students would be made available to all students, regardless of income, at an interest rate of up to 11 per cent.

Compromise bill: Stafford program would be retained for needy students with an interest rate set at 3.1 points above the rate for three-month Treasury bills. New Stafford program that does not have in-college interest subsidy would be created for all students, regardless of income. Direct-loan program would be established for 500 institutions, which would replace Stafford, supplemental, and parent loans on participating campuses. Limits on Stafford loans would be \$2,625 for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$8,500 for graduate students. Supplemental loans would be retained for graduate students and independent undergraduates.

CAMPUS-BASED PROGRAMS

Present law: Federal government pays 85 per cent of Supplemental Educational Opportunity Grants, 70 per cent of College Work-Study, and 90 per cent of Perkins Student Loans. Colleges contribute remainder of the funds. Maximum supplemental grant is \$4,000. Perkins loans are administered by colleges and carry an interest rate of 5 per cent. Students may borrow a total of \$4,500 by end of their second year, \$9,000 over four years, and a total of \$18,000 for undergraduate and graduate education.

House: Federal government's share for Supplemental Educational Opportunity Grants and Perkins Student Loans would decline to 75 per cent. Perkins limits would be \$6,000 by the end of a student's second year, \$15,000 by the end of the fourth year, and \$25,000 by the completion of graduate degree. Institutions with default rates below 7.5 per cent on Perkins loans could decrease federal share to 50 per cent and increase loan limits to \$8,000; \$20,000; and \$32,000.

Senate: Federal government's share for Supplemental Educational Opportunity Grants, College Work-Study, and Perkins loans would be 75 per cent. First-year graduate students would be eligible for supplemental grants. Education Secretary could give 10-per-cent bonus in work-study and Supplemental Educational Opportunity Grants to institutions that graduate more than half of their Pell Grant recipients. Loan limits would be \$15,000 by completion of undergraduate degree and \$40,000 by completion of graduate degree.

Compromise bill: Federal government's share for Supplemental Educational Opportunity Grants and College Work-Study would be 75 per cent. Its share of Perkins Loan program would be 85 per cent in 1993-94 and 75 per cent in following years. Perkins Loan limits would be \$3,000 a year for undergraduates, and \$5,000 for graduate students. Institutions with default rates below 7.5 per cent on Perkins loans could increase loan limits. Education Secretary could give more money to institutions that graduate more than half of their Pell Grant recipients.

NEEDS ANALYSIS

Present law: Federal government contracts with four companies to publish, distribute, and process aid applications. Two of the contractors charge students a fee. Every student must complete an application each year. Simplified form is available for families earning less than \$15,000 a year. Federal-aid eligibility formulas include equity in home, farm, or business as assets against which families are expected to borrow to pay for college expenses. Students who are financially dependent on their parents are required to contribute 70 per cent of income for college costs.

House: Federal government would provide a single free application. Students would re-apply each year by updating information from the previous year. Single aid-eligibility formula would exclude from calculations the equity a family owns in its home, farm, or business. Dependent students would be required to contribute half of after-tax income for college costs.

Senate: Current application system would be maintained. Simplified form would be made available to families earning up to \$50,000 a year. Education Secretary would be instructed to develop simplified re-application process. Single aid-eligibility formula would exclude home and farm equity for families earning less than \$50,000. Dependent students would be required to contribute half of remaining amount in first year and three-quarters in other years for college costs.

Compromise bill: Separate federal application would be distributed and processed by government contractors at no cost to students. Institutions could require a second application for institutional aid that could require a processing fee. Students would re-apply each year by updating previous information. Simplified application made available to families earning less than \$50,000. Single aid-eligibility formula would exclude home and farm equity for all families. Dependent students would be required to contribute half of their earnings above \$1,760 for college costs.

GRADUATE FELLOWSHIPS

Present law: Education Department maintains separate fellowships for minority students and for students studying education, humanities, science, or public service. In most cases, maximum annual stipend for a student is \$10,000.

House: Education Department would maintain current programs and add "Faculty Development Fellowships" for minority graduate students who are interested in becoming professors. Participants would have to teach two years for every year of assistance.

Senate: Education Department would maintain current programs and add the "Dennis Chavez Fellowship Program" for minority graduate students who want to be professors. Participants would have to teach two years for each year of assistance.

Compromise bill: Education Department would maintain current programs and add "Faculty Development Fellowships" for minority graduate students who want to become professors. All fellowships would be comparable in size to those of the National Science Foundation.

EARLY INTERVENTION

Present law: Efforts to educate needy high-school students about higher education are included as part of the Trio programs. Students receive no extra aid for participating in the programs.

House: Trio programs would be maintained. Liberty Scholarship and Partnership Programs would provide states with matching funds to finance early-intervention programs and to give scholarships to participants. Congressional Honors Awards would increase Pell Grants by 25 per cent for those who participate in early-intervention programs for three years and have a grade-point average of at least 2.5 for final two years in high school. Funds would be authorized for publicizing student-aid programs.

Senate: Trio programs would be maintained. The State Student Incentive Grant program would be amended to provide states with matching funds to finance early-intervention programs and to give scholarships to participants. Pell Grant recipients who participate in an early-intervention program and demonstrate "academic achievement" would receive access scholarships for four years that are worth \$1,000 a year. Funds would be authorized for publicizing aid programs.

Compromise bill: Trio programs would be maintained. The State Student Incentive Grant program would be amended to help states finance early-intervention programs and to give scholarships to participants. Pell Grant recipients who participate in an early-intervention program and demonstrate "academic achievement" would receive Federal Access Scholarships, equal to 25 per cent of their Pell Grants, not to be less than \$400. Funds would be authorized for publicizing aid programs.

TITLE III

Present law: Provides funds to help "developing institutions" improve academic programs and support services and build their endowments. The program includes "set-asides" for historically black and two-year colleges. Provides aid to five historically black graduate schools.

House: The set-aside for two-year colleges would be eliminated. Eleven more historically black graduate schools would be made eligible.

Senate: The set-aside for two-year colleges would be eliminated. Six more historically black graduate schools would be made eligible for assistance. A program would be set up to provide assistance to colleges where Hispanics account for at least one-quarter of undergraduates.

Compromise bill: The set-aside for two-year colleges would be eliminated. Eleven more historically black graduate schools would be made eligible. A program would be set up to provide assistance to colleges where Hispanics account for at least one-quarter of undergraduates.

After taking a critical look at the role it should play in the 1990's, the Council for Advancement and Support of Education has decided to add a new dimension to its programming.

Each year the council conducts about 100 workshops and conferences nationwide on fund raising and public relations for its nearly 3,000 members, of which about two-thirds are two- and four-year colleges.

But many institutions have complained that they cannot afford to travel to the meetings, which are usually held for several days in large cities. "We're not reaching community colleges. We're not reaching small institutions. We're not reaching historically black institutions," says Peter McE. Buchanan, president of CASE.

So the organization has created the "Ten + Most Wanted Program," which will offer 11 one-day workshops at colleges in its eight regional districts.

The workshops will cover such often-requested topics as "advancement writing at its best" and "marketing two-year institutions."

The new conferences are part of a larger restructuring plan that CASE will announce at its annual conference this month.

According to a draft of the plan, CASE will focus on helping colleges deal with challenges of the 1990's—such as repairing higher education's tarnished image and managing higher education in an era of reduced financial support from government.

The organization will continue to hold its larger, national workshops, which will be directed at more sophisticated development operations. CASE's vice-president for special projects, Donna M. Orem, said the group hopes the new workshops will "hit an entirely new niche of people who haven't had access before."

An anonymous donor has given money for three "Road to Recovery" scholarships at Portland Community College for recovering drug or alcohol addicts.

The scholarships will provide three students with \$1,000 each in the next academic year—a little less than a year's tuition.

The donor stipulated that applicants must have completed one year of sobriety and be involved in a 12-step recovery program. They must also be full-time students at the college and maintain a 2.5 grade-point average. The names of the recipients and the donor will remain confidential.

The gift is not part of an endowment, but college officials said they hoped the donor would continue it if it is successful.

"We've never had a scholarship of this sort before," said Mark Stohick, executive secretary of the Portland Community College Foundation. "It is a unique opportunity to help people."

Business & Philanthropy

Donations to Charity Rose 6.2% in 1991, Apparently Buoyed by Market's Recovery

Education sees gain of 7%; individuals play major part

By JULIE L. NICKLIN

The stock market's recovery at the end of 1991 appears to have given a boost to charitable giving. Earlier that year, many organizations had seen donations drop.

Despite the recession, individuals, foundations, and corporations donated a total of \$124.8-billion to non-profit groups and charitable causes last year—a 6.2-per-cent increase from \$117.5-billion in 1990. When adjusted for inflation, giving increased 1.4 per cent.

The findings will appear in the forthcoming annual edition of *Giving USA*. The report, which tracks giving to non-profits, is compiled by the American Association of Fund-Raising Counsel Trust for Philanthropy, in New York.

Health, Human Services Lose Ground

Giving to education, including both schools and colleges, increased at a rate slightly higher than overall giving, rising 7 per cent to \$13.3-billion.

Gifts to religion, the arts, international affairs, and the environment also increased, while those to health organizations, and human-service and social groups remained virtually steady or dropped.

Ann E. Kaplan, editor of *Giving USA*, says the results show a "shift of interest in education" following several years in the late 1980's when donations to education had lagged.

The report attributes the end-of-the-year upturn largely to the stock-market recovery in November and December. Many people waited until the end of the year to make gifts, and the market's performance appears to have made some donors more generous. The increasing number of Americans who are becoming wealthy and entering into the prime giving age range of 35 to 64 also contributed to the growth, the report says.

For much of 1991, however, some fund raisers saw drops in the annual gifts they usually could count on from donors, the report says. Gifts from foundations and corporations didn't increase as much as they have in past years. On the other hand, wealthy individuals increased their overall giving. Non-profit groups that had the most successful years were those in the midst of capital campaigns.

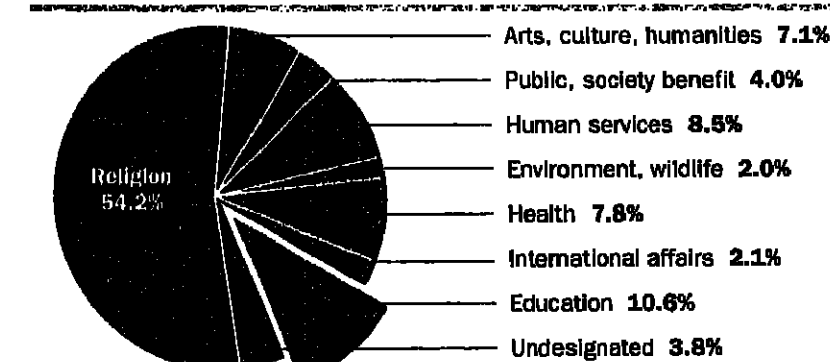
College fund raisers say that for the most part, the giving patterns reported by *Giving USA* have played out on their campuses.

80% Comes From Individuals

The 7-per-cent growth rate in giving to education, which outpaced inflation by 2.2 percentage points, is stronger than that revealed by a 1991 survey on giving to higher education by the Council for Aid to Education.

The council's report, released in May,

Charitable Giving, 1991



Note: Figures do not add to 100 per cent because of rounding.

Area	Amount	Current dollars	Adjusted for inflation
Religion	\$67,590,000,000	+6.8%	+2.0%
Education	13,280,000,000	+7.0	+2.2
Human services	10,610,000,000	-10.2	-14.3
Health	9,680,000,000	-2.2	-6.7
Arts, culture, humanities	8,810,000,000	+11.6	+6.6
Public, society benefit	4,930,000,000	+0.2	-4.3
International affairs	2,590,000,000	+16.5	+11.3
Environment, wildlife	2,540,000,000	+10.7	+5.8
Undesignated	4,740,000,000	—	—
Total	\$124,770,000,000	+6.2%	+1.4%

SOURCE: AAFRC Trust for Philanthropy

CHARTABLE GIVING BY JUDY CRADOCK

aid donations to the nation's colleges had increased 4 per cent in 1991, but declined 1 per cent in inflation-adjusted dollars. The council's survey covered the fiscal year ending June 30, 1991, and did not show the effect of the stock market's resurgence in November and December.

According to *Giving USA*, more than 80 per cent of all 1991 giving came from individuals. Gifts by living individuals rose 6.8 per cent, while bequests grew only slightly—1.9 per cent.

Wide disparity existed among the wealth of the people who were giving, the report suggests. Many rich people who can make gifts from the income they earn on investments were able to make major gifts, even though some recent studies had suggested that individual millionaires aren't as generous.

Continued on Following Page

'Urgent Open Letter' Calls on Trustees to Be More Effective Leaders of Colleges

By GOLDIE BLUMENSTYK

Another group has called on colleges to change the way they do business by adopting realistic financial and academic goals. But this time it's the messengers that are unusual, not the message.

The critique came from 36 "deeply concerned" college and university trustees who together have ties to 40 public and private institutions and also are affiliated with the same investment-banking company.

All of the trustees are partners or retired partners at Goldman, Sachs & Company, or are partners' spouses. More than a dozen of them are part of an informal group at Goldman, Sachs that has been meeting about four times a year since 1989 to discuss common problems and issues related to their college service.

Now, in an "urgent open letter to fellow trustees" in the May-June issue of *AGB Reports*, the magazine of the Association

of Governing Boards, the trustees have called on their counterparts to become more active in setting and monitoring policy.

"The nature of the economic challenges facing higher education and the increasing complexity of colleges and universities require that trustees become more effective leaders of their institutions," the three-page letter says.

Too Many Lunches

Trustees should insist that institutional priorities be established and financed, that their institutions budget for annual maintenance and equipment costs, and that trustee meetings themselves deal with important issues, the letter says.

Too often at meetings, trustees hear from the president, attend committee meetings, and "have a very nice lunch and dinner," said J. Fred Weintz, Jr., a trustee

Continued on Following Page

Gifts to Education Rose 7% in 1991, Due to Late Surge

Continued From Preceding Page
ous today as their predecessors were. By contrast, annual gifts from people who donate from their earned income dropped off.

That trend was evident at many colleges and universities where annual-fund drives faltered. Such drives typically ask alumni, parents, and friends to give \$50, \$100, or \$1,000.

'Significant Factor'

The donors, say college fund raisers, were worried about the recession and their jobs and didn't know how much money they could afford to give (*The Chronicle*, March 4).

"It was the most significant factor in not meeting our goal," says William M. Hardt, director of annual giving at Princeton University.

Princeton's annual fund fell \$800,000 short of the \$19.5-million it hoped to raise in 1991.

Several college fund raisers agreed that an institution's success in bringing in major gifts depended



H. Gerald Quigg of the U. of Richmond: "We couldn't even get an appointment with a company, much less a donation."

upon whether the campus was engaged in an aggressive fund-raising effort.

The University of Colorado Foundation, for example, says its announcement of a \$200-million capital campaign in October 1990 enabled the campus to garner sev-

eral major donations, including a \$5-million gift from an anonymous donor and \$2-million from an alumnus. To date, the foundation has received \$189-million in gifts and pledges.

"Had we not been in a campaign, we would have just treaded water," says Betsey Jay, the foundation's vice-president of communications. "I'm not sure those gifts would have come through without it."

Donations from foundations to all non-profit organizations increased by 7.3 per cent, to \$7.8-billion. But the growth was slower than that reported the year before. Corporate giving increased only 1.7 per cent, to \$6.1-billion.

A Shift in Focus

Many colleges have noticed a sluggishness in corporate and foundation donations. Fund raisers say some foundations are choosing to concentrate their giving to education in elementary and secondary schools. Many companies are re-

luctant to give because their profits are weak.

"We couldn't even get an appointment with a company, much less a donation," says H. Gerald Quigg, vice-president for development and university relations at the University of Richmond.

Other institutions say corporate donations are still coming in. Colorado received at least two major donations totaling \$8-million from companies in 1991. "We've been extremely aggressive," says Colorado's Ms. Jay.

10% Drop for Human Services

For some non-profits, 1991 was a boom year. International-affairs groups saw the greatest rise in donations, with gifts increasing 16.5 per cent, to \$2.6-billion.

Donations to the arts grew by 11.6 per cent to \$8.8-billion. Gifts to environmental causes rose 10.7 per cent, to \$2.5-billion. Those to religion went up 6.8 per cent, to \$67.6-billion.

The largest decline was felt by human-services groups, which experienced a 10.2-per-cent drop to \$10.6-billion.

Donations to medical clinics and

Business & Philanthropy

health groups also declined 2.1 per cent, to \$9.7-billion. Gifts to community groups held virtually steady, at \$4.9-billion.

The figures in *Giving USA* are based on data reported to the Foundation Center, a Washington-based organization that distributes information about philanthropic funds; on surveys of large foundations conducted by the association; on information compiled by the Council for Aid to Education, the Conference Board, and Independent Sector; and on several cost-metric formulas.

Many of the 1991 figures will be revised, just as those in previous years have been, to include more comprehensive data and to use new calculation methods.

The American Association of Fund-Raising Counsel is made up of major consulting companies that help institutions plan and conduct capital campaigns. The Trust for Philanthropy is the association's research arm.

Copies of the 1992 edition of *Giving USA* will be available in August for \$45, prepaid, from the AAFC, 25 West 43rd Street, New York 10036.

'Urgent Letter' Urges Bigger Trustee Role

Continued From Preceding Page
at Norwich, Pace, and Stanford Universities and one of the organizers of the letter.

"Sure it's prestige and all that," Mr. Weintz said of the benefits of being a trustee. But he said the authors hoped the letter would remind their fellow trustees of their real responsibilities. "If you're going to be involved, be involved. Because these institutions need help."

Another signer of the letter, Robert M. Conway, a trustee at the University of Notre Dame, said the financial issues facing colleges today "require a more active involvement than three or four meetings a year."

Mr. Weintz said the letter should

not be read as a call for trustees to get "involved in the nitty gritty." But, he said, trustees should be "asking the questions and making sure people are focusing on these things."

Scandals and Criticism

The letter also takes passing notice of research "scandals" that have affected the image of higher education. Mr. Weintz said he was aware that trustees at Stanford had been criticized for being insensitive to charges that Stanford over-billed the federal government for research costs. He said he and his fellow board members believed they had dealt with that issue properly, but "as it turns out, we didn't do enough."

PRIVATE GIVING TO COLLEGES AND UNIVERSITIES

KREBBE FOUNDATION
P.O. Box 3181
3216 West Big Beaver Road
Troy, Mich. 48067-3181

Facilities. For renovation of facilities for the biology department: \$300,000 to Canisius College.
For renovation of a residence hall: \$300,000 to Maryville College (Tenn.).

LILLY ENDOWMENT
2801 North Meridian Street
P.O. Box 88088
Indianapolis 46208

Higher education. For a study of the changing characteristics of today's undergraduates and the implications of those changes for higher education: \$126,178 over two years to Harvard U.

For research on faculty members' and administrators' perceptions of the balance between teaching and research: \$362,103 over three years to Syracuse U.

Leadership. For leadership programs in Marion County, Ind.: \$161,135 to Butler U.

Philanthropy. For research on philanthropy: \$250,511 over three years to Teachers College of Columbia U.

Religion. For dissemination of the findings of a Lilly-supported study of religious orders in the United States: \$451,261 over three years to DePaul U.

For a national study of Catholic religious-education programs for young people and adults: \$491,844 over two years to Educational Testing Service.

For study of religious thought in American culture: \$266,083 to Princeton U.

For research on American religious history and theology: \$248,450 over three years to Yale U.

Theological education. For research on the issues, themes, and models in theological education: \$101,750 over two years to Columbia Theological Seminary (Ga.).

To share information about the teaching and practice of spiritual formation of seminary students: \$133,930 to North Park College and Theological Seminary.

For research and writing on the theological education of African Americans and the history of African-American churches: \$215,000 over three years to Washington Theological Union.

TISCH FOUNDATION
687 Madison Avenue
New York 10021-8087

Support. For the capital campaign: \$10-million to Tufts U.

ARTS & REQUESTS

Albertson College. For facilities: \$6-million from Gladys Langroise.

Auburn University. For the college of engineering: software valued at \$4.7-million from Mentor Graphics Corporation.

Bates College. For scholarships: \$2.2-million from the estates of Wallace W. and Lillian Fairbanks and \$1-million each from two anonymous donors.

For support of programs: \$1-million from Jean and James L. Moody, Jr.

Colby College. To endow the directorship of the art museum: \$1-million from an anonymous donor.

Georgetown University. For support of programs: \$1.5-million from the estate of Frederick J. Haas.

Harvard University. For a professorship in environmental management: \$2.5-million from Mrs. John Heinz.

Marshall University. For a new building on the campus: \$500,000 from Wilber Myers.

New York University. For the Management Education Center in the school of business: \$1-million from Henry Kaufman.

Occidental College. For a student center: \$5-million from J. Stanley and Mary W. Johnson.

Rosary College. For John P. Igin. Union College (N.Y.). For a new theater building: \$3-million from Morton H. and Helen Yulman.

Yale University. For support of programs: \$51-million from the Clats of 1942.

Students



Arthur Jackson, associate dean of student affairs at Eastern Conn. State U.: "Unless you're a Lithuanian brown-eyed farmer from Albania, you can't get many of these scholarships."

States Hope to Curb 'Scholarship-Search' Companies That Prey on Anxious Students and Their Families

By MICHELE N-K COLLISON

"Attention, students and parents! Is lack of money turning you or your child away from college? Don't miss this opportunity to put up to \$2,500 or more in your pocket by filling out a few simple forms!"

Does this ad for a computerized scholarship service sound too good to be true? High-school guidance counselors and law-enforcement agencies in several states say it is.

Attorneys general are scrambling to keep up with complaints that have been pouring into their offices about scholarship companies. They say the agencies promise to find anxious students and parents thousands of dollars in "unclaimed" scholarship money for fees ranging from \$45 to \$200. Usually, respondents end up with little more than a list of financial-aid programs and scholarships. In some states, officials have already won judgments against the companies.

The U.S. Postal Service and the Wisconsin Attorney General's office, for example, have won judgments against California and Illinois scholarship companies. Although neither admitted guilt, both companies agreed to make refunds to disgruntled



Barbara Meze was always on the lookout for scholarships for her daughter. "They are just preying on people who have kids in college and who need money."

led students and parents and to change advertising that investigators said was misleading. Wisconsin recently sued another company.

"People who spent money on these services might as well have thrown it out the window," says A. Dallas Martin, president of the National Association of Student Financial Aid Administrators. "I hate to see people spending money unnecessarily, especially when they are trying to save money."

No Need to Pay

Reputable scholarship-matching services operate throughout the country. But since the mid-1980's, say college financial-aid administrators, hundreds of entrepreneurs have promised to find scholarship money for students and parents. Some have also promised to customize their scholarship lists to reflect students' interests and majors.

Many high-school and college officials say that students and parents needn't pay private companies for information that is available free from counseling offices in high schools and colleges. Six hundred schools and colleges, for instance, have

Continued on Following Page

COMING AUGUST 5 AN EVEN MORE USEFUL EDITION OF EVENTS IN ACADEME

You'll want to save this extraordinarily useful compendium of forthcoming meetings, conferences, seminars, and other noteworthy events in higher education. This fall's edition will be more useful than ever. In addition to the comprehensive listings, you'll find articles on how successful meeting planners work (and sometimes stumble); on academic travel in Eastern Europe; and on "how conventions help us celebrate the comings and goings in our lives that give special delight, special pain." Don't miss this pull-out special—in *The Chronicle's* August 5 issue.

Be sure to reserve advertising space.

To call extra attention to the events you sponsor, you're invited to insert an advertisement in this special section of *The Chronicle*. Deadline for space reservations and materials: Friday, July 17. Phone our Display Advertising Department today: (202) 466-1080; ask for Gina Hill.

The listing of events in the new columns of this special supplement is free, and information for inclusion in those columns is welcomed for consideration by the editors.

The Chronicle of Higher Education
1255 Twenty-Third Street, N.W., Washington, D.C. 20037

SEARCHING FOR FINANCIAL AID

Company Offers Big Data Base of Information on Available Scholarships, but No Guarantees



Herm L. Davis, president of National College Services: "Counselors are so busy dealing with social problems like drug abuse and teen-age pregnancy that college counseling is sometimes a luxury."

While some students and parents have been paying up to \$200 for scholarship listings from private companies, thousands more students have been getting scholarship information from their colleges and high schools through a data base called CASHE—College Aid Sources for Higher Education.

For 10 years Herm L. Davis, president of National College Services in Gaithersburg, Md., has been contracting with colleges and high schools to provide the service.

Colleges pay \$2,200 to \$5,000 a year for CASHE. Public-school districts typically pay a lower group rate of \$300 to \$600 for each school that gets the service. In turn, the institutions offer the service to students free, or charge them a modest fee that covers the cost of computer time to gain access to a data base. The data base contains a list of 150,000 fellowships, grants, loans, scholarships, and work-study programs.

Mr. Davis says his service "gives kids resources that they might not know about."

Based on Interests

CASHE, he says, gives students information on scholarships based on their interests. After the students provide information about their grade-point averages, class rankings, career interests, and hobbies, the computer produces lists of scholarships and federal and state financial-aid programs.

For example, CASHE lists the

50 scholarships awarded by the National Association of Secondary School Principals and the Coca-Cola Scholars Foundation. Students who knit can win \$100 to \$1,000 from the National Make It Yourself With Wool Contest.

Mr. Davis says data bases like CASHE are needed because many students don't attend high schools where they get adequate financial-aid counseling. "Counselors are so busy dealing with social problems like drug abuse and teen-age pregnancy that college counseling is sometimes a luxury," he says.

A Source of Advice

Mr. Davis was director of financial aid at Montgomery College for 15 years. As a community service, he would give free talks about financial aid to families. He soon became known locally as a good source of advice on financial aid and parents began paying him for guidance in 1978. Mr. Davis left the college in 1984 to go into business full time.

Many of his clients are middle-class parents whose children are not eligible for federal or need-based aid. To help his clients get some assistance, Mr. Davis started keeping a card file of scholarship programs. That proved unwieldy, so he transferred the information to a computer.

Colleges and universities began using Mr. Davis's services in 1982 because they were concerned about the number of

companies that were guaranteeing their students thousands of dollars in scholarships. "It's unethical to be charging that much for a scholarship listing," says John Kundel, director of student financial aid at Western Michigan University.

Saving 'a Lot of Leg Work'

About 2,500 students at Western Michigan have used the service every year since it was made available in 1988. Students use it because it saves time, Mr. Kundel says. "Many people don't want to take the time to go to the library," he says. "This saves a lot of leg work."

Mr. Kundel says some Western Michigan students have won scholarships by using the service.

Mr. Davis says CASHE cannot guarantee that a student will get a scholarship. Students, he says, should be wary of companies that "guarantee" results. "We can't control who gets the award," he adds.

Mr. Davis says that once CASHE gives students the information, they themselves must do the work to get the scholarships. They have to request applications and fill out the forms.

Many students procrastinate when it comes to applying for aid, Mr. Davis says. The deadlines for many scholarship programs are in September and October, but students often wait until the spring to apply. By then it's too late.

—MICHELE N-K COLLISON

State Authorities Move to Clamp Down on 'Scholarship-Search' Companies

Continued From Preceding Page

contracted with the National College Services to provide a scholarship data base that students can use for a small fee or at no charge. But operators of many other scholarship-listing services have decided to make their fortunes by dealing directly with students and their parents. In some cases, college and high-school guidance counselors say students have received computer lists that at best give them the same information they could have obtained by making a trip to the local library or high school. Better Business Bureaus and attorneys general across the nation say they have received complaints from families who have been given no listing at all.

Ads and Direct Mail

The scholarship companies focus on students and parents by placing ads in campus and community newspapers. Some services buy student directories and other listings to make direct-mail solicitations. More recently, telemarketing businesses have jumped on the bandwagon, guaranteeing students up to \$5,000 in scholarships if they call a 900 number or charge the fees for the listings to a credit card.

Financial-aid administrators say it is troubling that some of the scholarship services zero in on low-income students. "Many affluent families have \$75 to throw away like a shot in the dark," says John G. Bunnister, director of financial aid at the University of South Carolina. "But I get upset when poor kids waste \$45 to \$75. Too many of these bogus companies are preying on kids from low-income families who would have gotten Pell Grants and other federal assistance anyway."

Owners of the companies say they are providing a needed service because guidance counselors are too busy to provide information about financial aid to every student who needs it. "There is a desperate need for money and thousands of students are using scholarship-search services because they can't get the help from the guidance counselors," says Howard Maroz, president of Money for College Inc., of Northridge, Cal.

Mr. Maroz says his company offers scholarship information and financial-planning services to students through a network of affiliates with access to the company's computer data base.

Several Investigations

Mr. Maroz's company is one of several being investigated by attorneys general for allegedly misrepresenting the services they offer.

The Wisconsin Attorney General sued Money for College in May, accusing it of falsely telling students that it had information about scholarships that only it could provide. Money for College also sells franchises, and the Attorney General's office says that the service misrepresented the profits that licensees could make by selling its computerized scholarship-listing services.

In March, nine students com-

plained to the Georgia Office of Consumer Affairs that the American Scholarship Service had charged them \$99 to their credit cards for the fee, students said they had received a "worthless" booklet listing Pell Grants, federal programs, and a few scholarships for which they were ineligible. The company went out of business before the state could take any action.

The U.S. Postal Service filed a cease-and-desist order in May against Educational Services of America, forbidding it to tell students that they could make thousands of dollars from marketing financial-aid services. The company must also tell licensees that it is a vestment to market the service.

The Postal Service filed a similar order against the College Financial Planning Service, forbidding

"Too many of these bogus companies are preying on kids from low-income families who would have gotten Pell Grants and other assistance."

to tell parents and students that provided financial assistance was cost. Students had complained the scholarship information the company provided did not match their interests or majors and that deadlines for many of the scholarships had passed. Educational Services and College Financial are owned by the same people.

Customized Scholarship List

The Chronicle tried to talk to the owners of the businesses, but the American Scholarship Service has evidently shut down and the owners of Educational Services and College Financial did not return messages left at their business offices.

Mr. Maroz, however, said the allegations against his company were false. "We take students' interests and majors and create a customized scholarship list for each student," he said.

In addition, he said, his service does financial-aid planning for students.

Financial-aid administrators at colleges and high schools say they are skeptical about claims that millions of dollars of scholarships go unclaimed every year. They say it is difficult to determine how much private scholarship money is actually available.

The College Board, in its report "Trends in Student Aid 1981 to 1991," estimates that \$4.9-billion in scholarships and grants was available in 1990-91 from institutions and private scholarship programs. The report said the board could not determine how much of that total was from private sources.

Financial-aid officials say many scholarships are not awarded be-

cause they are so restrictive. Arthur Jackson, associate dean of student affairs at Eastern Connecticut State University, says: "Unless you're a Lithuanian brown-eyed farmer from Albania, you can't get many of these scholarships."

At the behest of some donors, universities might require that students live in a certain county or attend a specific high school to qualify for awards. University officials sometimes try to contact scholarship donors or their heirs to eliminate some of the restrictions.

Looking for Experts

State prosecutors say that the search services have managed to dupe so many people because financial aid has become so complicated. "We have a tendency to look for counselors and experts, and these people are holding themselves as experts in the area where people need assistance," says Pamela Magee-Helprin, an assistant attorney general in Wisconsin.

Furthermore, high-school counselors say the recession and escalating college costs have fueled the rise of the companies because more people are seeking financial assistance. Counselors add that their financial-aid offices are swamped this year with students who need more aid because their parents have lost their jobs.

Trying Anything

Valerie Ruins Bell, associate director of admissions at Oberlin College, says parents will try virtually anything to get money to pay for their children's college education.

"There is nothing like looking at the face of a disappointed child that you can't provide for. You have to tell that child, not only can't you go to the private university, you can't even go to the state university," Ms. Bell says.

Barbara Maze, a single mother from a suburb of St. Louis, says she was always on the lookout for scholarships for her daughter, Tracy, a freshman at the University of Missouri at St. Louis. Ms. Maze, an account executive for Citi Health

Technologies, says that neither Tracy nor her sister, who graduated in May, were eligible for financial aid because she earns too much money.

Ms. Maze says that in March she paid \$200 to Scholarships for You, a Missouri-based company. A salesman told her he could guarantee her daughter a scholarship of \$1,700. Ms. Maze says the representative told her that many large corporations gave scholarship money to students to receive tax breaks and that ordinary citizens had no way of knowing about the aid.

"He made it sound like I was pretty stupid if I didn't give him \$200 to get \$1,700," she says.

Ms. Maze says she received a list of 10 sources, instead of the 20 to 30 she had been promised. Two of the sources offered loans, the deadline for six of the scholarships had passed, and her daughter was ineligible for the other two awards.

"They are just preying on people who have kids in college and who need money," Ms. Maze says. "I thought \$200 was a little steep, but

and the NCAA's administrative committee, which includes the association's top elected officers. The board would discuss and make recommendations on such matters as the association's budget, its legislative process, and the performance of its executive director—subjects that traditionally have fallen outside the formal purview of the presidents.

The presidents' commission endorsed three other proposals from the Kelly and Crowley panels:

- The association should set aside a "presidential agenda day" at each year's NCAA convention.
- Any rules adopted on that day of the convention should be protected from revision for three years (with a few caveats).
- All legislation from colleges should be reviewed by an appropriate NCAA committee before being placed on the meeting's agenda.

Mr. Kelly's committee also said it would create a panel of sports officials to give the presidents' panel access to more advice from the NCAA's other constituents.

The recommendations "show that the role and responsibility of the presidents' commission to give guidance on major strategic and policy directions is broadly accepted by the membership," said Gregory M. O'Brien, chancellor of the University of New Orleans and chairman of the presidents' commission. "These proposals provide a vehicle for presidents to do that on an ongoing basis, but not to get caught in the myriad of specifics that they should not—need not—get involved in."

A Driving Force

Some college officials had hoped that the presidents' commission would go further in making itself the driving force in the NCAA, rather than an advisory body. Some

Athletics

Commission Calls for Increased Authority of College Presidents in Athletics Association

By DOUGLAS LEDERMAN

College presidents will have more authority over the budget and direction of the National Collegiate Athletic Association if a proposal made last week by the NCAA presidents' commission wins approval at the association's annual convention next January.

At its meeting last week—its last before the August 15 deadline for proposing legislation to the convention—the commission also agreed to sponsor a measure to create a peer-review system for sports programs.

The panel's endorsement of the peer-review, or certification, program had been expected, since the commission had supported the concept since the NCAA's executive director, Richard D. Schultz, proposed it three years ago.

Less certain was what the commission would do to strengthen its own role in the NCAA's governance process. The panel had appointed a subcommittee chaired by Harmon M. Kelly, the president of Tulane University, to address that question, which had not been confronted since the commission was established in 1984.

Seeking More Control

The main objective of Mr. Kelly's committee was to find ways to give presidents more control over the NCAA's legislative process and affairs without a much greater commitment of time and energy. The panel worked closely with an NCAA committee made up mostly of sports officials, chaired by Joseph N. Crowley, president of the University of Nevada at Reno, which was reviewing the association's legislative process.

Together they proposed a "joint policy board," combining the members of the executive committee of the presidents' commission

and the NCAA's administrative committee, which includes the association's top elected officers. The board would discuss and make recommendations on such matters as the association's budget, its legislative process, and the performance of its executive director—subjects that traditionally have fallen outside the formal purview of the presidents.

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Some college officials had hoped that the presidents' commission would go further in making itself the driving force in the NCAA, rather than an advisory body. Some

hoped the commission would revisit the American Council on Education's proposal in 1983 to create a council of presidents that would have had veto power over legislative actions. Others talked about making the NCAA more like other higher-education groups, such as the American Council and the Association of American Universities, which are run by presidents.

But Mr. Kelly of Tulane said he did not think the NCAA was ready for changes that would so disrupt the group's current structure.

"I don't think it's politically feasible," he said. "I don't think it would carry at the convention. I think this is the next evolutionary and compromise step that addresses the concerns people have."

Robert H. Atwell, president of the American Council on Education and a long-time supporter of greater presidential control within the NCAA, agreed with Mr. Kelly.

"This may not go far enough," Mr. Atwell said. "But anything that strengthens the hand of presidents within the NCAA is exactly what ought to be done."

On to Certification

Certification was the other major item on the presidents' agenda. They concurred with a decision by the NCAA's certification subcommittee—which is also chaired by Mr. Crowley of Nevada-Reno—to sharpen and narrow the focus of the association's pilot program.

The commission endorsed, in principle, the notion of a certification program that would center on four subjects: governance, which would include institutional control and rules compliance; academic integrity; financial integrity; and equity, which would incorporate equity between the sexes, minority hiring, and the treatment of athletes. By endorsing such a pro-

gram, the commission is in accord with the Knight Foundation Commission on Intercollegiate Athletics, which had lobbied for the narrower program.

Many details of the certification program have yet to be determined. The NCAA's certification committee plans to do so in time to meet the deadline for submitting legislation to the convention.

In other action, the presidents' panel said it would appoint a committee to review financial conditions in the NCAA, which will be addressed at the 1994 convention. The committee will be chaired by James E. Delany, commissioner of the Big Ten Conference.

The commission also supported most of the changes proposed by a committee studying the NCAA's enforcement program, but declined to act on proposals to open hearings to the public and use outside fact finders to settle disputes.

Officials at the University of Wisconsin at Madison decided to test the effectiveness of the companies last year.

John Selbo, a financial-aid counselor at the university, says the university sent 10 work-study students to agencies and paid their processing fees. "They got back 360 sources," he says. "Nobody got a scholarship."

Because of that experiment, Mr. Selbo asked student newspaper editors to stop running ads from the services, and they complied. He also persuaded local radio stations and newspapers to issue warnings about the scholarship companies as a public service.

Mr. Selbo says the companies told students about federal programs for which they were already eligible and about scholarships for which deadlines had passed. "It didn't generate any money into the pockets of kids," he says.

Financial-aid officials say students and parents should be wary of services that guarantee scholarship money. "No scholarship agency can guarantee you a scholarship," says Mr. Jackson of Eastern Connecticut State. "If it's a guarantee, it's a sure bet it's a rip-off."

In 1990, for instance, Wisconsin won a \$20,000 judgment against another scholarship agency, Higher Educational Resources Inc. Company officials had promised students \$300 in scholarships or a refund of their \$57.50 processing fee. The catch was that students had to

be rejected from every source on their lists, which included 15 to 35 sources. Ms. Magee-Helprin of the Attorney General's office obtained refunds for 300 students.

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Pacific-10 Puts Wash. State Program on 2-Year Probation

By DEBRA E. BLUM

The Pacific-10 Conference has placed Washington State University's sports program on probation for two years because the institution violated the scholarship rules of the National Collegiate Athletic Association.

The league also prohibited Washington State's men's track and baseball teams from participating in postseason competition next year, and stripped the institution of the men's track-and-field conference championships won by Cougar teams in 1985 and 1991.

In addition, the conference has accepted the university's

self-imposed penalty of reducing the number of financial-aid awards it offers in men's track and baseball to below the NCAA limit.

The violations were found over the last eight months during conference and university reviews of the financial-aid awards to men on the track and baseball teams. The investigations found that the university had failed to include the value of out-of-state tuition waivers when calculating the amount of financial aid awarded to athletes.

According to NCAA rules, baseball teams at Division I colleges are allowed to award the

equivalent of 13 scholarships; men's track may award 14.

Over the last eight years, the men's track team awarded, on average, 2.4 more full-scholarship equivalents than are allowed; the baseball team awarded an average of 1.3 more than allowed during six of those years.

The conference and the university also found that baseball players last year had exceeded the NCAA's limit on the number of hours athletes may participate in their sport each week. The university also offered preferential treatment to athletes who took part in its jobs program for students.

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Enrollment in British higher education could reach a record high this fall. But the reason so many students will be taking to the campuses might have less to do with pursuing a higher education than with avoiding unemployment.

College, however, may turn out to be only a respite from joblessness, as new figures confirm rising unemployment among university graduates. One in every 10 members of the class that graduated one year ago may now be unemployed, according to the Association of Graduate Careers Advisory Services.

Government figures show overall unemployment in Britain is about 8 per cent—a proportion that is expected to rise to about 10 per cent in the next few months. Norman Lamont, Chancellor of the Exchequer, recently said that Britain might now be where France was at the start of the 1980's, when unemployment hit a high of about 10 per cent—where it has remained.

"The percentage of graduate unemployment will be substantially higher than in 1990 and could reach double figures," said Tom Frank, chairman of the Association of Graduate Careers Advisory Services. Graduate unemployment is a measure of those who are registered as unemployed one year after receiving their degree.

The regular early-summer sweep of campuses by major companies has been scaled back significantly. "Two years ago we were telling companies that we might be able to fit them in," said Chris Phillips, deputy director of Manchester University's careers service. "Now we are begging recruiters to come."

Job prospects are also dim for graduates in Australia.

This year, companies expect to hire only about half the number of graduates they took on two years ago, according to a report by a national employers' association.

The report said a survey of the recruiting plans of 200 companies across the country had found that employment opportunities for college graduates had fallen markedly over the past two years. The average company reported that it expected to recruit only 10 graduates this year, compared with 16 in 1991 and 19 the year before that.

The survey, which was conducted for the Australian Association of Graduate Employers, found evidence of the decline in recruiting in all industries and organizations. The sharpest drops were in the public sector and large companies.

The president of the association, Andrew Millett, said that even when the Australian economy recovered from the recession, it was unlikely that the labor market would be able to absorb the entire supply of new graduates, as had been the case in recent years. Job prospects for graduates will improve, he said, but they may not reach the levels of the 1980's for some time.

International

Monterey Institute Makes Language Fluency a Key Part of Its International Curriculum

Many required courses
given in foreign tongues

By PETER MONAGHAN

MONTEREY, CAL.

If finding a course on business practices in China in the catalogue of an American university seems a challenge, try finding one that is taught in Mandarin Chinese. Or a course on the government and politics of the Near East, taught in Arabic. Perhaps one on politics and literature of Francophone Africa, offered in French.

The Monterey Institute of International Studies would be pleased to assist in such a search, because it offers all those courses.

"This institute is doing what I believe is necessary in international education for this country," says Robert G. Gard, Jr., its president since 1987. The institute has comprehensively taken on an agenda that many colleges and universities are adopting piecemeal—providing an education that it hopes will reflect the changing nature of the economic, political, and cultural roles played by the United States in today's world.

The Monterey Institute offers master's degrees in international management, international policy studies, language studies, and translation and interpretation. It also has a small upper-division undergraduate program designed to prepare students for its graduate courses. All its programs are geared to the needs of students planning careers with an international dimension, whether in business, development, diplomacy, or other fields.

Language proficiency is a key ingredient of a Monterey Institute education. In keeping with a long history of total-immersion



Robert G. Gard, Jr.: "We're the most international of the international programs."

Just to get into a graduate program at the Monterey Institute, students must be fluent in at least one foreign language. Many speak three or four. Almost all have lived outside their own country—many of the Americans through junior year-abroad programs or the Peace Corps. Foreign students, from 40 countries, make up about a third of the enrollment of 600.

"We're the most international of the international programs," says Mr. Gard, a retired general in the U.S. Army who, before coming to Monterey, directed the Bologna, Italy, campus of the Johns Hopkins University School of Advanced International Studies.

Business and Policy Studies

In contrast to traditional language instruction, which stresses literature and culture, the courses here support international business and policy studies. That emphasis is most obvious in the crash courses—ranging in duration from a few days to several months—that the institute offers to businessmen, journalists, and others going abroad to work.

Candidates for the master's degree in international management must complete a plan for an international business. The students work in small groups that typically have an international composition. One such group last semester, for example, included students from Germany, Japan, the Netherlands, and the United States, who between them spoke Chinese, Dutch, English, French, German, Japanese, and Spanish.

Although the language emphasis is a feature that many students say attracted them

Continued on Following Page

language training here, students are required to take many courses in languages other than their own. They can choose from offerings in Arabic, Chinese, English, French, German, Italian, Japanese, Russian, and Spanish.

Fluency Required for Admission

"The idea that you can teach in a language other than English and still have it be serious" is still foreign to American graduate education, says Jon Strolle, dean of language studies here.

Continuing Gap in Black Enrollments Found in South Africa

By LINDA VERGNANI

CAPE TOWN

South African universities have for several years determined their own admissions policies, and even the most conservative of the institutions now admit students of all races. But serious racial inequalities still exist in the country's higher-education system, with far fewer blacks entering universities than whites, a study has found.

Although whites account for only 13 per cent of South Africa's population, 51 per cent of the approximately 308,000 students enrolled in 1991 at the country's 17 universities were white, 36 per cent black African, and 13 per cent mixed-race, Asian, or Indian. Of the black Africans who did enter higher education, only 5 per cent enrolled in one of the 10 predominantly white residential universities.

The findings appear in a report on a study of South African higher education that was commissioned by the National Education Policy Investigation, a project designed to develop policy options for a

democratic, post-apartheid government. The project is run by the National Education Coordinating Committee, which represents the country's biggest non-racial academic and student associations.

'Serious Structural Distortions'

The study was conducted by Ian Bunting, dean of social sciences and the humanities at the University of Cape Town. The findings, he said in an interview, reveal "serious structural distortions and inequalities" in South Africa's system.

The report highlights issues—especially

"Clearly the state has to intervene, but the kind of framework on how to address these inequalities will have to come from the university sector itself."

broadening access to higher education—that will have to be dealt with by those responsible for developing new policies.

In the report, Mr. Bunting writes that the major cause of the inequalities in access "can be found in the socio-political circumstances of South Africa and, in particular, the unfavorable schooling offered to blacks." Other factors include economic inequalities and the language and admissions policies and requirements of the universities.

Copies of the report have been sent for comment to university officials and education experts in South Africa as well as abroad. They will have an opportunity to discuss the findings at a major international conference on transforming South Africa's universities to be held this week in Durban. Participants in the conference, which is being sponsored by the Union of Democratic University Staff Associations (UDUSA), will include representatives of the World Bank, the U.S. Agency for In-

Continued on Following Page

Enrollment Gap for Blacks Still Big in Universities of South Africa

Continued From Preceding Page

international Development, and the Commonwealth Secretariat.

All universities have had financial problems, but the squeeze "must have been harsher" at the black ones because of their rapid enrollment growth.

financing for students at different universities, including state subsidies, tuition fees, and private funds.

"The importance of the report is that it has confronted the black and the white universities with the disparities," Mr. Cloete said. "And the reason it has caused a stir in the white liberal universities is because some of them interpret it to mean that if a new government

wants to equalize access, it will probably have to double the subsidies that the black universities get." Such an increase in the funds given to black universities would inevitably come at the expense of the other institutions.

John Samuel, head of the African National Congress's education department, said the "huge discrepancies" reported by Mr. Bunting reflected earlier findings, but it seemed to him that the university sector suffered "almost a paralysis" when it came to solutions. "Clearly the state has to intervene," he said, "but the kind of framework on how to address these inequalities will have to come from the university sector itself."

Mr. Samuel said that following this week's conference, the ANC would form a special commission to study short- and long-term higher-education policies for South Africa.

ANC Suspends Negotiations

Such efforts to identify and develop public-policy options for a post-apartheid South Africa appear to be going forward despite the ANC's decision last week to suspend its power-sharing negotia-



Nico Cloete: The report "has confronted the black and the white universities with the disparities."



Ian Bunting: The few blacks able to go on to higher education "face further inequalities within the system."

tions with the government following a massacre in a black township in which the police were implicated.

Mr. Bunting said that while all of South Africa's universities have financial problems because of a decline in government financing, the squeeze "must have been harsher" at the historically black residential institutions because of

the rapid growth in enrollments there.

According to the report, in the five-year period ending in 1990, the enrollment of full-time equivalent students at historically black institutions increased by 13 per cent, while average government financing per student on those campuses increased by 4 per cent. At the predominantly white universities, the number of full-time equivalent students increased 3 per cent and average government financing per student increased 11 per cent.

The report says 35 of every 1,000 whites in South Africa were enrolled at a university in 1991. The figure for Asians and Indians was 25; for blacks, 6; and for those of mixed racial background, 7.

Dropout Rate Cited

Mr. Bunting said he had been unable to get census and university statistics for the four nominally independent homelands of Bophuthatswana, Ciskei, Transkei, and Venda. He said the racial discrepancies might be even more marked if the large homeland populations were taken into account.

The report attributes the racial differences in university enrollment to the dropout rate from South African schools.

Mr. Bunting said that of a typical group of 100 whites entering school, about 80 could be expected to reach the final year of school and 28 to enroll at universities. Of 100 blacks starting school, only 20 would reach the final year of school and just 3 could be expected to go on to universities.

Many of the blacks who do go on to higher education are unable to pursue their studies at a residential institution. Of the 88,000 blacks registered as university students in

1989, 83 per cent were enrolled at one of the country's two institutions specializing in distance learning and part-time education—the University of South Africa and Vista University. "Fewer than 15,000 black students were in the year registered at other residential institutions," the report says.

The few blacks able to go on to higher education, said Mr. Bunting, "face further inequalities within the university system." He said if it were assumed that the 10 per cent of blacks who are enrolled at universities were "favored" by both students and future employers, many here say is the case, "then blacks have clearly been placed at a serious disadvantage." He added: "Only 5 per cent of black students were registered at these 16 universities in 1989, compared to 66 per cent of white students."

Mr. Bunting said that many black applicants had not been able to afford the tuition at the residential universities. In addition, he said, the use of Afrikaans as the sole or primary language of instruction at 6 of the 10 predominantly white residential universities "has effectively closed off these universities to the majority of black school leavers."

The rector of the University of Belgrade, Rajko Vracar, came under intense pressure last week for supporting a two-week-old strike by students protesting against the government of Serbian President Slobodan Milosevic.

The Serbian government, saying the rector and his advisers had seriously violated the university's autonomy by failing to end the strike, threatened to revoke the institution's charter.

The threat came as student anti-government protests spread to three other Serbian universities—in Nis, Novi Sad, and Kragujevac.

Mr. Vracar told journalists that any government action against his university would constitute "misuse of authority."

The rector also said that coverage of the student protests by the government-controlled television had been designed to stir up hostility toward the university.

The Belgrade students have received widespread support from intellectuals and opposition politicians. Bishop Atanasije Jevtich of the Orthodox Church even joined the strike and blessed the demonstration.

The protest began when almost 15,000 students took over the university two weeks ago to demand Mr. Milosevic's resignation and

International

Bill to Broaden Tax on Foreign Students Vexes Colleges

By SCOTT JASCHIK

Higher-education officials are afraid that proposed legislation in Congress could discourage some of the most talented foreign students from enrolling at American colleges and universities.

The bill would alter a 1989 ruling by the Internal Revenue Service that foreign students must pay U.S. income tax only on money they receive from American sources. Instead, the bill would tax the students on money they received to study in the United States.

That would mean that about 35,000 foreign students who receive funds from their governments, foreign private donors, or international organizations would be subject to income tax. Given the intense competition for scholarship funds abroad, those who win funds are considered to be among the brightest foreign students at American institutions. And because the institutions do not need to provide their own scholarship money, they eagerly recruit such students for their campuses.

The Treasury Department considered revoking the 1989 ruling last year, but held off to see what Congress would do, and because of opposition from colleges. Foundations have been pressing the department to change the ruling because it requires foreign students who receive money from American foundations for study abroad to

pay income tax even if they never come to the United States.

Several American foundations, for example, provide funds to black students in South Africa for study there and must withhold taxes from the awards.

While the legislation has not yet been approved at the committee level, educators take it seriously because of the Treasury Department's interest in the issue and because the sponsor of the bill is Rep. Dan Rostenkowski, an Illinois Democrat who is chairman of the House Ways and Means Committee. The panel has scheduled hearings on the bill July 21-22.

The bill would make numerous changes in the tax treatment of foreigners and foreign income and was not drafted solely to deal with international students. The bill would end the taxes on American foundation grants for foreign students studying abroad.

Supporters of the bill say it would be better than just having the Treasury Department revoke the 1989 ruling, because the legislation would also give foreign students standard deductions that are not now allowed, thus lowering the amount of tax they would have to pay.

But Norman Peterson, executive secretary of the Liaison Group for International Educational Exchange, says the tax would still discourage foreign governments or donors from giving students money for study in the United States because the groups providing the money would still have to withhold

taxes and fill out American tax forms.

"Foreign sponsors will not be bothered with this. They'll just say, 'Let's send our students to Great Britain and forget about this,'" Mr. Peterson says.

Private Criticism

American foundations are supporting the part of the Rostenkowski bill that would end taxation on their grants to foreign students for study abroad. Among those working in behalf of the bill—as it would affect their grants to foreign students—are the Council on Foundations and the Ford, John Simon Guggenheim Memorial, John D. and Catherine T. MacArthur, and Rockefeller Foundations.

Privately, some college officials have criticized the foundations for encouraging the legislation even though it could hurt American higher education.

Foundation officials say that they would be happy to keep the current tax law on support for foreign students studying in America, provided that the foundations could stop withholding tax on their grants to foreign students who do not study in the United States.

Says Thomas A. Troyer, a Washington lawyer representing several foundations on the issue: "We are supporting the part of the bill that applies to grants by U.S. foundations, but we're going to make it clear that we are not in support of any effort to cut back on relief for U.S. colleges and universities."

INTERNATIONAL NOTES

- Serbian government threatens Belgrade U. over student strike
- Student faces treason charge as Nigeria crackdown continues

The rector of the University of Belgrade, Rajko Vracar, came under intense pressure last week for supporting a two-week-old strike by students protesting against the government of Serbian President Slobodan Milosevic.

The Serbian government, saying the rector and his advisers had seriously violated the university's autonomy by failing to end the strike, threatened to revoke the institution's charter.

The threat came as student anti-government protests spread to three other Serbian universities—in Nis, Novi Sad, and Kragujevac.

Mr. Vracar told journalists that any government action against his university would constitute "misuse of authority."

The rector also said that coverage of the student protests by the government-controlled television had been designed to stir up hostility toward the university.

The Belgrade students have received widespread support from intellectuals and opposition politicians. Bishop Atanasije Jevtich of the Orthodox Church even joined the strike and blessed the demonstration.

The protest began when almost 15,000 students took over the university two weeks ago to demand Mr. Milosevic's resignation and

new elections. A large number of professors joined the protesters, who occupied the downtown Belgrade buildings of 12 university faculties.

Students are expected to be in the vanguard of mass demonstrations planned for downtown Belgrade this week to call for the ouster of Mr. Milosevic.

The demonstrations, which have been called by several opposition parties, are likely to draw large numbers, now that the United Nations economic sanctions are beginning to take effect, causing prices to spiral as goods disappear from the store shelves.

—NUSKO DUDER

A Nigerian student leader has been arrested and charged with treason, as the country's military government continued its crackdown on pro-democracy groups.

Olusegun Muegun, president of the banned National Association of Nigerian Students, was one of five people arraigned on treason charges, according to Binalifer Nowrojee, Africa Director of the New York-based Lawyers Committee for Human Rights.

Also among those arrested was Baba Omojola, a trade unionist who is the director of Nigeria's

School of Appropriate Technology.

The treason charges constitute "the most severe crackdown that the government has made on the human-rights community to date," Ms. Nowrojee said. The action followed the arrest of at least two student leaders during a raid on the University of Lagos campus.

In late May, about half the nation's two dozen universities were shut down as a result of student protests or as a "pre-emptive action" by the government, according to Osaze Lanre Ehonwa, Acting National Secretary of the Civil Liberties Organization of Nigeria (The Chronicle, May 27).

Mr. Ehonwa predicted that President Ibrahim Babangida's creation of a new security unit armed with "emergency powers" would lead to "encroachments on academic freedom." Although the action is aimed primarily at Christian-Muslim strife in northern Nigeria, President Babangida said his concern about campus conflict also had been a factor in his decision. In a nationally broadcast speech, the president said the new unit, known as the National Guard, would use "all means" to combat "communal and industrial unrest, the students' crisis, and the general unrest of the civil unrest" afflicting Nigeria.

—STEVE ASKIN

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Institute Makes Language Fluency Central to Curriculum

Continued From Preceding Page

to the institute, it at times creates confusion. Also located in this seaside town is the Defense Language Institute, a training facility for 3,000 U.S. military personnel. The presence of the two institutions is a boon for the city; officials boast of Monterey's being a "language-ready community." But the Monterey Institute often is mistaken for the defense institute. That some 60 of the defense institute's instructors are enrolled in courses at the Monterey Institute at any time only adds to the confusion.

A Master's in Interpretation

A former instructor for France's foreign service founded the Monterey Institute in 1955 as an intensive summer-language program. In the 1970's it began to offer an international MBA degree as well as courses in foreign-language interpreting (its new conference center is equipped to handle simultaneous translation in five languages). It has the only graduate degree, a master's, in conference interpretation in the United States. The institute also has the only graduate-level programs outside China and Japan in simultaneous translation of Chinese and Japanese.

It is a sign of both the lack of skilled interpreters in the United States and the reputation of the Monterey Institute that it was asked to provide the official interpreters for the world press covering the 1984 Olympic Games in Los Angeles. It also has trained U.S. State Department interpreters.

Many aspects of the institute's approach come together in a class that simulates international negotiations on nuclear non-proliferation. Students are assigned to a team from either the United States

or one of four former Soviet republics. They familiarize themselves with issues such as the role each republic has played in weapons production.

Then, they negotiate. Roland Timerbaev, a visiting professor who for 40 years was a Soviet diplomat, is one of the course's instructors. While Soviet Ambassador to the International Atomic Energy Agency, he took part in many arms-control negotiating sessions.

Recently, a conference was held here on international safeguards against the clandestine export of nuclear materials and know-how. According to Mr. Timerbaev, visiting negotiators from Belarus, Kazakhstan, Russia, and Ukraine were "very surprised by the students' knowledge and understanding," which extended to familiarity with cultural and historical factors that influence policy in the former Soviet republics.

"The results amaze me every time," says William C. Potter, director of the institute's Center for Russian and Eurasian Studies, of the students' performance in the simulated negotiations. The author of several books and articles on arms control, Mr. Potter has testified before Congress and published op-ed pieces on the dangers posed by the sale of nuclear materials by cash-hungry former Soviet states.

Data Base on Nuclear Materials

Mr. Potter has long used the non-proliferation exercise as a teaching tool, starting when he taught at the University of California at Los Angeles. The approach is also gaining favor in diplomatic circles, he says.

In a related project, Mr. Potter and several current and former Monterey students are compiling a

computer data base of transactions involving nuclear materials, technology, and weaponry.

"One of the reasons I particularly enjoy working on this project is its relevance to real-world events," says Eve E. Cohen, who has just completed a master's degree in international policy studies at the institute and is now working on the data base.

Graduates testify to the success of the institute's programs. Theodore Karnsik, a Rand Corporation analyst of Russian and Central Asian affairs, obtained a master's degree in international policy studies at Monterey in 1987. He says the simulation exercises that he completed—one on the Soviet Politburo, the other on the U.S. State Department—helped equip him for his work.

He says he probably got his job with Rand, however, because he headed a student project here on Soviet television. Compiling a catalogue of Soviet programming, he says, "helped anchor my language skills." He adds: "It also made me unique as a job candidate."

Mr. Gard, the institute's president, sees the success of graduates like Mr. Karnsik as testimony to the approach that combines international studies with foreign-language training, and emphasizes business, diplomacy, and other aspects of foreign cultures.

"I think it's going to take a generation," he says, before U.S. institutions realize they can no longer afford to focus narrowly on language and literature at the expense of other aspects of foreign cultures.

"For understandable if unforgivable reasons," Mr. Gard says, "the U.S. simply hasn't focused its attention on these issues in the past."

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Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS

LAST YEAR, Paula Wolff withdrew as a candidate for the chancellorship of the University of Illinois at Chicago after controversy arose over politicians' lobbying in her behalf. No such controversy greeted her recent appointment as president of Governors State University. Ms. Wolff, who served for 14 years as director of policy and planning for former Gov. James R. Thompson and as director of the transition team for his successor, Gov. Jim Edgar, is a former professor of public service at Governors State.

Citing "difficult personal circumstances," Linda Darling-Hammond, professor of education at Teachers College of Columbia University, wrote Harvard University's president, Neil L. Rudenstine, that she would be unable to assume the deanship of Harvard's Graduate School of Education. Ms. Darling-Hammond had been named to the post in April (Name Dropping, April 22).

Unfortunately for the editors of the graduate school's alumni magazine, they had already mailed the edition carrying a lengthy interview with Ms. Darling-Hammond.

Mr. Rudenstine said a new search process would begin immediately. Catherine Snow is serving as acting dean.

Orange blossoms in the administrative offices: When Julia M. McNamara, president of Albertus Magnus College since 1982, married Richard J. Lolatto, the dean of admissions, last month, they became the third married couple among the college's administrators. Robert J. Buccino, vice-president for advancement, is married to Gail Turk Buccino, the college registrar, and Kathleen W. Wielk, director of alumni affairs, is married to Lawrence J. Wielk, vice-president for student services.

Daniel E. Atkins, III, who was recently named dean of the School of Information and Library Studies at the University of Michigan, holds no degree in library science. Already a professor of electrical engineering and computer science at the university, Mr. Atkins has also been named professor of information and library studies. He holds a bachelor's degree in electrical engineering from Bucknell University and a master's in electrical engineering and a Ph.D. in computer science from the University of Illinois at Urbana-Champaign.

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching since 1979 and one of the busiest men in American education, has taken on another role: He has been appointed chairman of the Lincoln Center Institute for the Arts in Education. Mr. Boyer, a former U.S. Commissioner of Education, will oversee Lincoln's center's program for bringing arts-education programs to some 100,000 elementary- and secondary-school students annually.

Francis Keppel, the institute's founding chairman, had also been U.S. Commissioner of Education. Mr. Boyer succeeds Edward J. Mortola, former president of Pace University, in the post.

After 22 years at the Henry Luce Foundation, Robert E. Armstrong is retiring as its president in September. In retirement, he will pursue a longtime interest by enrolling at the College of the Desert as a full-time student in dry-climate ornamental horticulture.



Sara J. Graves
University of Alabama
at Huntsville



Richard J. Mow
Fuller Theological
Seminary



Paula Wolff
Governors State
University



Jennie Keith
Swarthmore College



Linda P. Hare
Meharry Medical
College



Augusta Souza Kappner
City College of City U.
of New York

New college and university chief executives: Brooklyn College of City University of New York, Vernon E. Lattin; Columbia College (Cal.), Kenneth B. White; Fuller Theological Seminary, Richard J. Mow; Governors State University, Paula Wolff; Hebrew College, David M. Gordis; Holy Names College, Mary Alice Muellerleile; Lake Superior State University, Robert D. Arbutke; MacCormac Junior College, John H. Allen; Stephen R. Austin State U., Dan Angel.

Other new chief executive: European Southern Observatory, Riccardo Giacconi.

Appointments, Resignations

Linda B. Akanni, coordinator of the graduate reading program and associate professor of education at Albany State College, to professor and chair of elementary and early-childhood education at Kennesaw State College.

Douglas D. Alder, president of Dixie College, has announced his resignation, effective in June 1993.

John H. Allen, vice-president of MacCormac Junior College, to president.

Dan Angel, president of Austin Community College, to president of Stephen F. Austin State U., effective in August.

Robert D. Arbutke, executive officer of the New Kensington campus of Pennsylvania State U., to president of Lake Superior State U.

Daniel E. Atkins, III, professor of electrical engineering and computer science at U. of Michigan, to dean of the school of information and library studies.

Patricia Ordonez Bjorhovde, director of annual support at Pittsburgh Symphony Orchestra, to assistant dean for external relations and assistant director of development for fine arts at U. of Arizona.

Judy Goss Boyd, consultant in New Jersey, to assistant vice-president for university advancement at New Jersey Institute of Technology.

William B. Bradshaw, president of Lees College, has resigned.

R. Wayne Branch, director of counsel-

ing and career services at Dutchess Community College, to dean of student development at Northern Virginia Community College at Annandale.

Carl R. Brown, controller at McKendree U., to vice-president for student relations.

Joyce F. Brown, vice-chancellor for urban affairs at City U. of New York, to vice-chancellor for student affairs and special programs.

Roscoe C. Brown, Jr., president of Bronx Community College, has resigned.

Tien D. Bu, professor of computer science at Concordia U. (Quebec), to associate vice-rector for academic resources.

Wes Cable, director of residence life at Spring Hill College, to dean of students.

William H. Campbell, dean of the school of pharmacy at U. of North Carolina at Chapel Hill.

North Carolina, associate dean of instruction and dean of natural sciences and mathematics at Bergen Community College, has retired.

Roberta S. Clifford, executive assistant to the associate vice-chancellor for admissions and enrollment at U. of California at Berkeley, to director of institutional planning and analysis and executive assistant to the president at Bentley College.

Laigh A. Crane, associate dean of student affairs at McKendree U., to dean of campus life.

Charles M. Dantelone, dean of the college of applied sciences and technology at Morehead State U. (Ky.), to interim president of Lees College.

Richard L. Duhado, professor of history at Concordia U. (Quebec), to director of the center for continuing education.

Chad Dougherty, vice-provost for enrollment and student services at Chapman U., to vice-president.

William J. Duffy, controller at Santa Clara U., to assistant vice-president for financial affairs at Southeast Missouri State U.

Barbara J. Dumas, professor and chair of maternal-child nursing at Rush U., to dean of the college of nursing at Arizona State U., effective January 1.

Richard L. Edwards, dean of the school of applied social sciences at Case Western Reserve U., to dean of the school of social work at U. of North Carolina at Chapel Hill.

John E. Eichenbach, dean of arts, letters, and sciences at U. of Wisconsin at La Crosse, to provost and vice-chancellor for academic affairs.

Donald L. Filippelli, professor and head of the department of labor studies and industrial relations at Pennsylvania State U., to associate dean for administration, planning, and personnel in the college of the liberal arts.

Donald Flanders, vice-president for human resources at Cushman & Wakefield Inc. (New York), to associate vice-president for human resources and labor relations at Adelphi U.

Richard M. Freedland, dean of the College of Arts and Sciences at U. of Massachusetts at Boston, to vice-chancellor for academic affairs at City U. of New York.

Bob R. Goff, assistant director of residence life at Wittenberg U., to associate dean of students at Mount Union College.

William F. Gumpshoe, vice-president for business and finance at North Georgia College, to acting president.

Dennis G. Haffner, dean of liberal arts at Pennsylvania State College, to vice-president and dean of academic affairs at Anne Arundel Community College.

Daniel M. Gordin, vice-president and associate professor of Talmud at U. of Judaism (Cal.), to president of Hebrew College (Ill.).

Annita Gordon-Rood, chief legal officer at New York City Board of Correction, to professor of law at New York Law School.

Charles Gotsch, interim vice-president for educational services at Brookdale Community College, to vice-president.

Wesley J. Graves, professor of computer science at U. of Alabama at Huntsville, to vice-president for university advancement.

John G. Grier, director of development at Works of Hope (Grand Rapids, Mich.), to vice-president for development at Northwestern College (Iowa).

Udo P. Hare, executive assistant to the president at Meharry Medical College, to vice-president for institutional advancement.

Ernest L. Boyer, professor of higher education at Pepperdine U., has retired.

Donald W. Hordeman, president of City College of City U. of New York, has resigned.

Angeline L. Howe, director of campus life at Westminster College (Utah), to director of student activities at U. of Duquesne.

John H. Hunter, director of development for the college of letters and sciences at U. of Wisconsin Foundation in Madison, to special assistant to the chancellor for development and alumni relations at U. of Wisconsin at Milwaukee.

John O. Hunter, president of State U. of New York College of Technology at Albany, has announced his resignation, effective in June 1993.

William J. Jones, vice-president for academic administration at Clifcorp (Delaware), to dean of continuing education at Kansas Newman College.

Wesley J. Jones, associate vice-chancellor for finance at U. of North Carolina at Chapel Hill, to vice-chancellor for business and finance.

Theodore J. Kalkow, dean of the college at Plymouth State College, to interim president.

Augusta Souza Kappner, president of Borough of Manhattan Community College, to acting president of City College of City U. of New York.

Jonnie Kallith, professor and chair of anthropology and sociology at Swarthmore College, to provost.

Brigida Kanauer, dean of students at the University of Illinois at Urbana-Champaign, has retired.

Kathy Kutz, executive director of planning, systems, and resource management at U. of Rochester, to associate vice-president for enrollments, placement, and alumni affairs.

Martin Kury, acting dean of graduate studies at Concordia U. (Quebec), to dean.

Vernon E. Lattin, vice-president and provost of Arizona State U., to president of Brooklyn College of City U. of New York.

J. Ivan Legg, dean of the college of sciences and mathematics at Auburn U., to provost of Memphis State U.

Mike Lopez, vice-president for student affairs at Washburn U., to vice-chancellor for student affairs at Minnesota State U. System, effective August 1.

Barbara P. Loaty, dean of the Sheboygan County campus of U. of Wisconsin Center System, to coordinator of human-services programs at Thomas Edison State College.

Emestine Madison, assistant to the president and director of the Center for Human Rights at Washington State U., to vice-provost for human relations and resources.

Samuel H. Magill, president of Monmouth College (N.J.), has announced his retirement, effective in July 1993.

Alexandra Manavel, former editor at Bureau of National Affairs (Washington), to professor of law at New York Law School.

Jon W. Meyer, chief of visual arts at U. of Dayton, to head of the department of art at U. of Arizona.

Richard J. Mow, provost and senior vice-president and professor of Christian philosophy and ethics at Fuller

Theological Seminary, to president, effective July 1, 1993.

Mary Alice Muellerleile, former vice-president for academic affairs at Clarke College (Iowa), to president of Holy Names College.

Michael T. Nettles, vice-president for assessment at U. of Tennessee at Knoxville, to professor of public policy and education at U. of Michigan.

Njeri Nunu, dean of the school of communication at Gallaudet U., to vice-president for minority affairs and human relations at Cleveland State U.

Dorothy K. Payne, professor of music theory and composition at U. of Connecticut, to director of the school of music at U. of Arizona.

Kenneth W. Pool, director of graduate studies in education at Berry College, to director of graduate studies in education at Kennesaw State College.

Fred W. Prinsing, professor of preaching and pastoral ministries at Bethel Theological Seminary (Minn.), to acting dean.

T. L. Purnoe, interim president of Ever-

green State College, to executive vice-president.

Peter J. Quisenberry, chief of the division of hematology-oncology and professor of medicine at U. of Virginia, to director of the cancer center and professor of medicine at U. of Massachusetts Medical Center at Worcester.

Mary S. Reutenauer, associate director of college relations at Smith College, to director.

Christopher J. Ritz, professor of business administration at U. of Pennsylvania, to director of executive programs and professor of business administration at Queens College (N.C.).

Tom Schoenemann, associate director of student housing and residence programs at Oregon State U., to director.

Edward L. Schoenberg, dean of admissions at Gonzaga U., to dean of admissions at U. of the Pacific.

David Seaman, head of the foreign-language department at U. of Evansville, to chairman of foreign languages at Georgia Southern U.

Continued on Following Page

CONFERENCES

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Donald Kennedy, President, Stanford University
in a letter sent to SONA college and university presidents

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GERALD NUSCH, University of New Orleans; Specialist in Integrating Critical Thinking into Subject Matter Instruction
JOHN CHAPPEL, Louisiana Community College; Author of *Thinking Critically: Specials in Critical Thinking Across the Curriculum*
VINCENT RUHIGIRO, Author of *Staying Your Child's Mind and Teaching Critical Thinking Across the Curriculum, A Guide for Educators*
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MARLYN MAYFIELD, Center for Applied Metacognition; Author of *Thinking for Yourself: Developing Critical Thinking Skills Through Writing*
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Gazette

CONTINUED

Robert Suggs, director of personnel at Messiah College, to academic vice-president at Grand Rapids Baptist College.

Mary E. Swanson, acting director of financial aid at McMurry College, to director.

Richard Tosean, dean of the school of theater at U. of Southern California, to dean of the school of fine and performing arts at Portland State U.

Scott Warren, former dean of students at Pomona College, to vice-president for student affairs and dean of student life at Denison U.

Kenneth B. White, dean of instruction at Pima Community College, to president of Columbia College (Cal.).

Huntington F. Willard, associate professor of genetics at Stanford U., to chairman of genetics at Case Western Reserve U.

Paula Wolff, visiting distinguished fellow at John D. and Catherine T. MacArthur Foundation, to president of Governors State U.

Jaime E. Ziemer, assistant dean for residence life at Mary Washington College, to assistant dean of students at Illinois College.

IN THE ASSOCIATIONS

Charlotte C. Anderson, director of Education for Global Involvement (Chicago) and research associate in the Chicago Teacher's Center at Northeastern Illinois U., has assumed the presidency of National Council for the Social Studies.

MISCELLANY

Ernest L. Boyer, president of Carnegie Foundation for the Advancement of Teaching, also to chairman of Lincoln Center Institute for the Arts in Education.

Ricardo Giacalone, director of Space Telescope Science Institute (Baltimore)

and professor of astrophysics at Johns Hopkins U. and U. of Milan, to director general of European Southern Observatory (Garching, Germany), effective December 31.

Deaths

Francis L. Broderick, 69, former chancellor of U. of Massachusetts at Boston, June 22 in Stratham, N.H.

Slater Margaret Carthy, 80, former president and former dean of the graduate school at College of New Rochelle, June 21 in New Rochelle, N.Y.

Melvin Drimmer, 57, professor of history at Cleveland State U., June 17 in Cleveland.

Frederick E. Edey, 63, author and former member of the faculty at Iowa Writers Workshop at U. of Iowa, June 17 in Alexandria Bay, N.Y.

Paul J. Hartman, 81, professor emeritus of law at Vanderbilt U., June 16 in Nashville.

Graduate Education: Work-Shop on Science, Engineering, and Technology. Faculty From Primarily Graduate Institutions, "National Association of Graduate Schools and Colleges." Contact: Kris Coleman, San Diego Supercomputer Center, P.O. Box 5508, San Diego, CA 92162. (619) 594-7314.

15-24: International studies. Workshop on the development of intercultural coursework at colleges and universities. East-West Center, Honolulu. Contact: Richard Hirslein, (808) 944-7314.

16-18: International studies. "Summer Institute for Intercultural Communication." Intercontinental Communication Institute, Portland, Ore. Contact: ICI, (503) 297-4622.

18-19: American history. Annual conference, Society for Historians of the Early American Republic, Gettysburg, Pa. Contact: Johanna Shields, Department of History, University of Alabama, Huntsville, Ala. 35899.

17-20: Technology. "Making Multimedia Work." Association for Educational Communications and Technology, Virginia Polytechnic Institute and State University, Blacksburg, Va. Contact: (703) 231-5879.

18-23: Law libraries. Annual meeting, American Association of Law Libraries, San Francisco. Contact: AALL, (312) 939-4764, fax (312) 431-1097.

19-24: Administration. "Participatory Strategic Planning and Management for the Effective College and University Administrator." workshop, University of South Carolina and Quigley and Associates, Columbia, S.C. Contact: F. A. Hilsenki, (803) 777-7042.

19-21: Business officers. Annual meeting, National Association of College and University Business Officers, Sheraton Center Hotel, Toronto, Ontario. Contact: NACUBO, (202) 861-2500.

19-22: Community colleges. International

conference on student retention. Noel-Levin Center, Hyatt Regency Hotel, San Francisco. Contact: Theresa Tensdale, (319) 337-4700 or (800) 728-4700.

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John Lawrence Multidisciplinary Symposium Self-Organization, Chaos and the Dynamics of Life

November 6 & 7, 1992, University of South Dakota. Abstract deadline, September 12, 1992. Write or call for detailed information. Humanities, Social Sciences and Natural Sciences, C.P. Scott, Chemistry Department, University of South Dakota, Vermillion, SD 57069. Phone (605) 677-5487; FAX (605) 677-8397.

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

JULY

7-8: Personnel. "Pre-Professional Teacher Institute Seminar," at Gallup, Lincoln, Neb. Contact: Cheryl T. Bremer, Gallup, 301 South 68th Street, Lincoln, Neb. 68510; (800) 288-8592 or (402) 489-9000.

7-10: American Indians. "Returning the Gift: A Festival of North American Native Writers." University of Oklahoma, Norman, Okla. Contact: (405) 325-5101.

7-11: Science education. "Revitalizing the Engineering, Mathematics, and Science Curricula via Symbolic Algebra," workshop, National Science Foundation and Rose-Hulman Institute of Technology, Terre Haute, Ind. Contact: Mark A. Yoder, Rose-Hulman Institute of Technology, 5500 Wabash Avenue, Terre Haute, Ind. 47803; fax (812) 864-598.

7-12: Leadership. "Advanced Leadership Seminar," Association of College Unions-International, University of Judaism, Los Angeles. Contact: Marsha Herman-Betzel, 400 East 7th Street, Bloomington, Ind. 47405; (812) 332-8017.

7-August 14: Humanities. "Inventing the New World: Texts, Contexts, Approaches," Institute, National Endowment for the Humanities, and University of Michigan, Ann Arbor, Mich. Contact: Steven Mulloney, c/o B. Karen Clark, Department of English, University of Michigan, Ann Arbor, Mich. 48109.

8-11: Rhetoric and composition. Conference on rhetoric and composition, Pennsylvania State University, State College, Pa. Contact: David Charney, Department of English, Pennsylvania State University, University Park, Pa. 16802.

8-23: College unions. "Professional Development Seminar," Association of College Unions-International, Indiana University, Bloomington, Ind. Contact: Marsha Herman-Betzel, 400 East 7th Street, Bloomington, Ind. 47405; (812) 332-8017.

9-12: Administration. Summer conference, College and University Administrators Council, Rutgers's Bay Lake Lodge and Conference Center, Briarwood, Minn. Contact: Carol Brink or Robert Waxlar, Department of Physical Education, Recreation, and Sport Science, St. Cloud State University, 720 Fourth Avenue South, St. Cloud, Minn. 56301-4498.

10: Disabilities. "Implementing the Americans With Disabilities Act," satellite seminar, California State University at Long Beach and California Association of Rehabilitation Professionals. Contact: Video Program Development, University Extension Services, California State University, 1250 Bellflower Boulevard, Long Beach, Cal. 90840-8002; (310) 983-8334, fax (310) 985-8449.

10: Management. "Total Quality Management: Executive Seminar," QSystems Inc., Philadelphia. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.

10-12: Philosophy. Conference, Australasian Association for Logic, Australian National University, Canberra. Contact: John Slaney, c/sia, Australian National University, P.O. Box 4, Canberra 2601, Australia.

10-12: Higher education. "A Gendered Culture: Education Management in the 90's," conference, Victoria University of Technology, Victoria, Australia. Contact: Madeleine Fogarty, Victoria University of Technology, 180 St. Albans Street, St. Albans 3021, Victoria, Australia; (03) 365-2346, fax (03) 365-2242.

12-14: Personnel. "Employment Law for Human-Resource Professionals in Higher Education," seminar, Employment Partnership, St. Louis. Contact: Employment Partnership, 5615 Pershing Avenue, Suite 29, St. Louis 63112; (314) 361-8007.

12-15: Fund raising. "The Fund Raising School: Leadership Development for Fund Raising," Indiana University, San Francisco. Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 884-5900.

12-15: Institutional advancement. Annual assembly, Council for Advancement and Support of Education, Atlanta. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

12-16: Mail. "Professional Mail Service Management," workshop, United States Postal Service and Utah State University, Salt Lake City and Logan, Utah. Contact: Monica Bouley, (703) 845-5840.

12-16: Faculty. Annual conference, Association of Faculty Clubs International, Brown University, Providence, R.I. Contact: Albert E. Poirier, Jr., Brown Faculty Club, Brown University, One Magee Street, P.O. Box 1870, Providence, R.I. 02912; (401) 863-3023, fax (401) 863-3859.

12-17: Drug abuse. "Summer School of Alcohol and Drug Studies," Rutgers University, New Brunswick, N.J. Contact: Rutgers University, Center of Alcohol Studies, Smithers Hall, Piscataway, N.J. 08855-0969; (908) 932-4317.

12-17: Fund raising. "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, Boston and San Francisco. Contact:

Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 884-5900.

12-17: Health. Annual conference, National Wellness Institute, Stevens Point, Wis. Contact: NWI, 1319 Fremont Street, Stevens Point, Wis. 54481; (715) 346-2172.

12-17: Violence. World congress, International Association for Scientific Exchange on Violence and Human Coexistence, Montreal. Contact: Collette Michael, (815) 753-6483.

12-19: Administration. "The New Manager in Higher Education Administration," seminar, Texas A&M University, College Station, Tex. Contact: Bryan R. Cole, Director, Summer Session on Academic Administration, Department of Education, Texas A&M University, College Station, Tex. 77843-4226; (409) 845-535.

12-20: Peace studies. Summer institute for peace-studies educators, University of Wisconsin, Milwaukee. Contact: Ian Harris, (414) 229-4724, fax (414) 229-4666.

12-22: Administration. "Executive Leadership and Management Institute," Western Association of College and University Business Officers, Stanford University, Stanford, Cal. Contact: WACUBO, P.O. Box 2349, Stanford, Cal. 94304; (415) 723-2138.

12-22: Philosophy. "Authenticity in African Philosophy," International conference, Nigerian Philosophical Association, University of Lagos, Lagos, Nigeria. Contact: Sophia Oluwole, Department of Philosophy, University of Lagos, Lagos, Nigeria, or Kolofon, Department of Political Science, New England College, Henniker, N.H. 03242; (603) 428-2311 or (603) 428-2312.

12-23: Management. "Total Quality Management: Executive Seminar," QSystems Inc., Cincinnati. Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.

12-14: Accreditation. Meeting of the Committee on Recognition, Council on Postsecondary Accreditation, Rix-Cotton Pentagon City Hotel, Arlington, Va. Contact: COPA, One Dupont Circle, Suite 305, Washington 20036; (202) 432-1433, fax (202) 331-9571.

12-15: Admissions. "National Small College Admissions Conference," Small College Admissions Services, Myrtle Beach, S.C. Contact: SCAS, P.O. Box 1212, Valparaiso, Ind. 46384, or Neil K. Clark, (219) 464-5011 or Jim Black, (800) 323-2191.

12-15: Peace studies. "A World of Conflict, A World of Ideas: Dialogues on Conflict Resolution—Bridging Theory and Practice," seminar, United States Institute of Peace, Mayflower Hotel, Washington. Contact: Wendy Vann Parker, 1550 M Street, N.W., Washington 20005-1708; (202) 429-3848, fax (202) 429-6063.

12-17: Cognition. "Play and Cognitive Ability: The Cultural Context," workshop, Wheelock College and United States-Israel Binational Science Foundation, Boston. Contact: Wheelock College, 200 The Riverway, Boston 02215; (617) 734-5200, ext. 139.

12-17: Computers. "Mathematical Across the Curriculum," workshop, Vanderbilt University, Nashville. Contact: Vanderbilt University, Box 1577, Station B, Nashville 37235; (615) 322-2951.

12-17: Computers. "Supercomputing

for drug abuse education and prevention for students. Contact: Robert B. Fischer, Fund for Improvement of Secondary Education, Department of Education, 202 West 14th Street, New York, N.Y. 10011.

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